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ABSTRACT

This book presents an organizational model for reading program development. Following an overview of the program-planning/needs-assessment design, two sections of the book explain the step-by-step procedures of the model, focusing first on program planning, then on needs assessment. The section on program planning discusses ways of identifying and evaluating reading program goals and objectives, instructional objectives, teaching/learning activities, program modifications, evaluation procedures, staff development, test information, and parent, community, and business involvement. The section on needs assessment offers information and forms for surveying student attitudes toward reading, conducting student interest inventories, evaluating student learning modes and processing styles, and surveying participants in the program, including teachers, instructional assistants, parents, and the community. Appendixes contain staff development interaction worksheets, statements of skills and objectives for reading instruction in kindergarten through grade six, and the steps involved in writing a plan of action for a reading program. (RL)

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Program Planning Design

Reading Effectiveness Program

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INTRODUCTION

The Division of Reading Effectiveness presents this program planing/needs assessment design which is based fundamentally on the educator's expertise and his commitment to improve. This design allows flexibility in planning the scope and direction of a program. Hopefully it will be a review of the current reading program and a utiization of the data to project and develop educational strategies for the future. This design is based on three premises:

1) educators have the capability to review, develop, and implement programs based on their expertise;

2) each local school corporation is unique and programs should be developed based on that uniqueness;

3) reading is more than the sum total of skill development, and essential to it is the affective needs of individuals.

In concert with educators' professional capabilities and the uniqueness of local school corporations is the motivational element of creating a climate that assists in producing the desire to learn. Many of the newest programs and methods in education emphasize "individualized" instruction. Equally as important is the need to "personalize" instruction. Students differ not only in the way they learn and the rate at which they learn, but they also differ in attitudes, interests, backgrounds, and values. Motivation occurs when the student can see the connection between the material to be taught and its worth to him.

The Division of Reading Effectiveness realizes the need to appeal to the diverse feelings of students and to find approaches to their inner qualities. With this in mind, it seems feasible that direction in providing incentives or motivating students should be included in planning a reading program. The design that follows is an organizational structure that illustrates the relationship or overlapping of motivational techniques, affective and cognitive behaviors.

Motivational
organizational
design

Relationship of the
categories in the
Taxonomy of Cognitive
and Affective Domains

Incentives[1]	Affective[2]	Cognitive[3]
Safe atmosphere Self-concept	Receiving	Knowledge
Listening and communication skills	Responding	Comprehension
Setting purpose(s) for learning	Valuing	Application
Self-instructional attitudes	Organization	Analysis Synthesis
Acceptance and tolerance of varying opinions	Characterization	Evaluation

This scheme is designed to assist educators in establishing goals and objectives that integrate affective and cognitive behaviors, thus providing a framework in which to direct their efforts in motivating students to want to READ.

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[1] Gail Tissier. "The Affective Factor in the Teaching of Reading." Hoosier Schoolmaster of the Seventies, Vol. 14, No. 1 (Indianapolis, Ind.: Department of Public Instruction), September, 1974.

[2] David R. Krathwohl et al. Taxonomy of Educational Objectives, Handbook II: Affective Domain, (New York: David McKay Company, Inc.), 1964.

[3] Benjamin Bloom (ed.). Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc.), 1956.

OVERVIEW OF PROGRAM PLANNING/NEEDS ASSESSMENT DESIGN

A key factor for determining success of program planning and needs assessment is the ability of the planning team to work together. The planning team or task group is composed of a nucleus of teachers from various grade levels, subject areas or unit levels, administrative staff, person(s) with background in curriculum design and a subject-matter specialist(s).

This task group of program planners function as facilitators in implementing a program design by soliciting teachers' input, organizing this information, and presenting the information back to the teachers in functional form. The task group does not and should not work in isolation from the staff or staffs that will implement the program.

There are four factors a school system or school corporation's program planning team will want to investigate when implementing program planning and needs assessment procedures:

1. determine what the desired program should be;
2. evaluate your present program;
3. list the differences between what is desired and what currently exists;
4. plan and implement strategies to close the gap between what is desired and what currently exists.

All too often frustration arises when teachers and administrative staff are suddenly thrust into a position of writing goals and objectives for a given program such as reading, without a structure or procedural base to follow. The content is seemingly so broad and diverse that finding a starting point of "handles" with which to begin development appears all too nebulous and evasive. A question most frequently asked is, "Where do we begin?"

The Division of Reading Effectiveness recognizes knowledge of research in reading, reading methodology and strategies, knowledge of child development, local school and community needs, and the experiences of educators as key elements in establishing program design.

It is often assumed that analyzing test data is a first step in program planning. Analyzing test data before identifying the goals and objectives of a reading program may place some constraints on the program design. Seemingly, by identifying a test or tests and collecting and analyzing data first, one gathers information before identifying what it is one wants to know. When the planning team utilizes a preselected test as a basis for designing the instructional objectives, the parameters of the test may dictate the scope of the objectives.

Once the planning team has identified program goals and objectives, already available data, checklists and tests can be analyzed to:

1. determine if data already collected provides information concerning what one wants to know;
2. identify areas in which additional evaluation data needs to be collected.

The program planning/needs assessment model presented by the Division of Reading Effectiveness is offered as only one of many alternatives available to assist teachers, administrators, and educational communities in organizing procedures for program development.

The model will be presented in outline form. Each step in the procedure will be explained, and where applicable, examples will be given. Immediately following the Outline and Flow Chart for Program Planning Procedures is a Time Line. It is extremely important that school personnel, in concert with the planning team, set dates as to when each task will be accomplished. The Time Line serves as the pacing mechanism to keep on task.

Outline of Program Planning/Needs Assessment Design

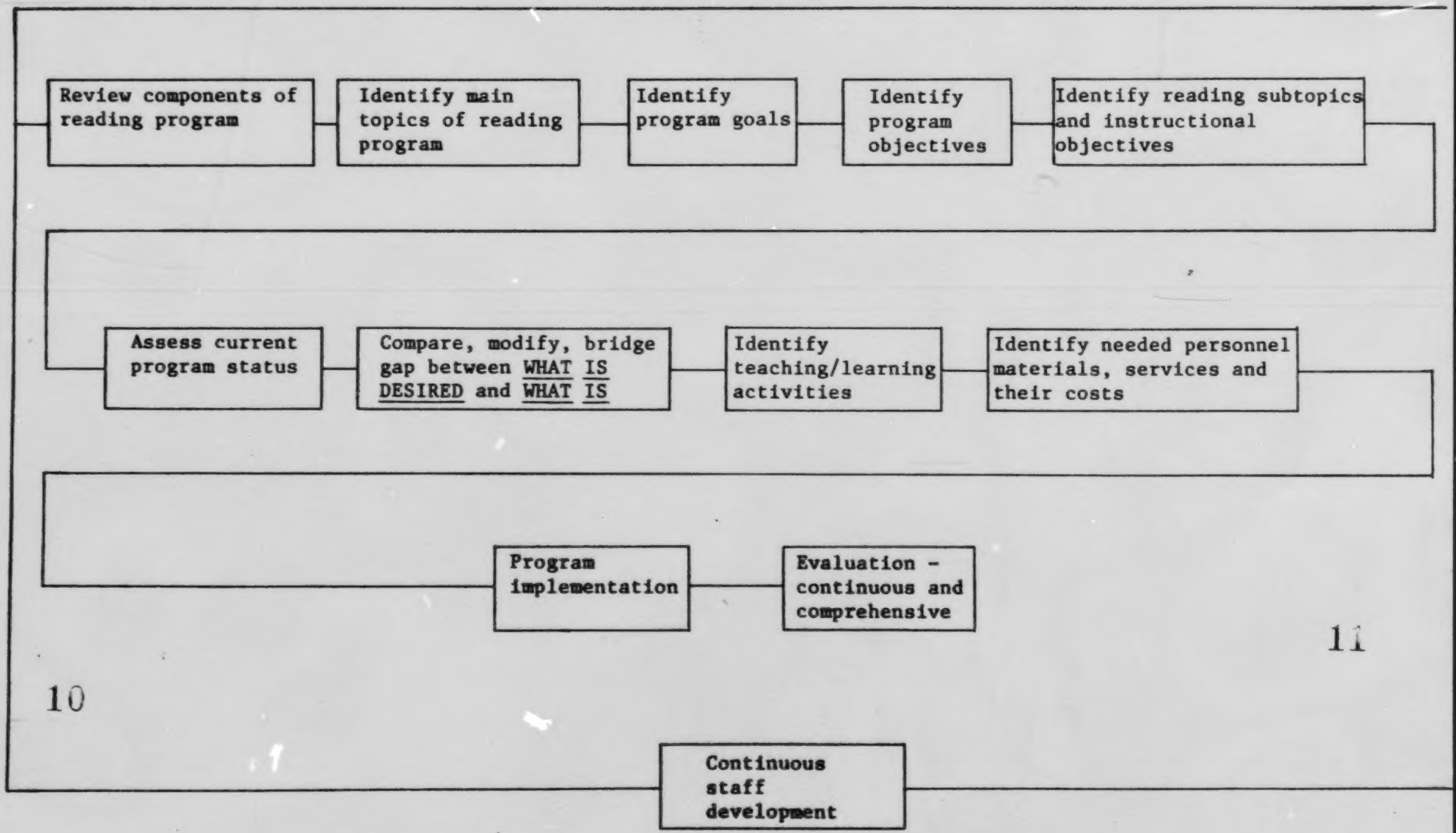
Determining Desired Program	Evaluate Present Program
1. Topics	1. Student's Progress Profile
2. Program Goal(s)	2. Student/Teacher Characteristics
3. Program Objective(s)	3. Parents and Community Survey
4. Subtopics and Instructional Objectives	4. Resources
5. Teaching/Learning Activities	

Modifications

Evaluations

Staff Development

Flow Chart for Program Planning Procedures


Review components of reading program
Identify main topics of reading program
Identify program goals
Identify program objectives
Identify reading subtopics and instructional objectives
Assess current program status
Compare, modify, bridge gap between WHAT IS DESIRED and WHAT IS
Identify teaching/learning activities
Identify needed personnel materials, services and their costs
Program implementation
Evaluation - continuous and comprehensive
Continuous staff development

PROGRAM PLANNING CHART

No.	Objectives	Supporting Activities	Target Dates Start	Target Dates Complete	Comments/Variance/Etc.

SECTION I: PROGRAM PLANNING

Topics

List the main topics that should be included in your school's reading program. In determining the main topics of a reading program, staff members may survey basal reading series, scope and sequence charts, textbooks pertaining to reading, or other resource materials such as commercial reading "kits."

Examples of main topics for consideration may include: 1) motivation, 2) language development, 3) word attack skills, 4) comprehension, 5) study skills, 6) self-directed reading.

By listing the topics to be considered in a program, staff members begin to focus on the scope and direction of the program. Because of the importance of the topics, an all-out effort by staff members should be exerted in identifying those topics that are essential to meeting the reading needs of children within local school corporations. It must be realized that once topics are identified, they are subject to change and additions. (See Appendix A, Worksheet #1)

Program Goals

List a program goal(s) for each of the main topics. To facilitate this step, ask the question "What is the general purpose(s) that we the teaching and administrative staff want to accomplish?"

Example: Topic - Motivation

Program Goal: Motivation. To provide alternative strategies in combining learning activities with students' interests, attitudes and cognitive abilities which assist the learner in setting purposes or finding relevance for learning.

Program Goal: Word Attack Skills. To provide students with word attack skills which assist them in decoding and identifying unfamiliar words. (See Appendix A, Worksheet #2)

Program Objectives

The third step in program planning is to state a program objective(s) for each program goal. Name the desired performance or student competency expected when the student terminates the program.

Example: Topic - Motivation

Program Objective: Motivation. Each student will develop an appreciation for learning by identifying the relevance of a learning task to personal needs.

Program Objective: Word Attack Skills. In both self-directed and teacher-directed reading, the child uses a variety of skills (i.e., picture clues, context clues, structural analysis, sound symbol analysis, comparison of new to known words) in attacking unknown words. (In the oral reading of an expository passage at his instructional level of difficulty, the child uses a variety of skills to attack unknown words.) (See Appendix A, Worksheet #2)

Subtopics and Instructional Objectives

The fourth step in the program planning procedure/needs assessment involves the cooperation of each classroom teacher identifying specific skills to be taught under each topic, as stated in Step 1, at his particular grade level or unit level. What specific skills does the kindergarten teacher, the 1st grade teacher, the 2nd grade teacher, etc., identify as essential to the comprehensive reading program and to the needs of students within a given school community? Teachers may use basal series for guides, reading textbooks, or other materials to assist in identifying subtopics. Scope and sequence charts from basal reading series or "kits" can be of real assistance to teachers in identifying subtopics appropriate to local school communities. Figure 1 is an example of a subtopic profile.

Instructional objectives should be written for each subtopic. Specific intended outcomes or performances by students should be identified and stated. it is essential, for continuity of the program design, that classroom teachers work together in developing the scope and direction of the subtopics and objectives. (See Appendix B) The degree to which students are to accomplish a given objective can be determined for an entire group or for each individual child. This depends on the philosophy of the staff when planning the program.

In the appendix, a statement of skills and objectives for school reading programs is presented as a model for teachers. This model should be redesigned in terms of adapting, expanding, or deleting activities to meet local needs.

Focus should be directed toward skills based on individual progress rather than arbitrarily assigning skills to designated grade levels. The levels suggested in the model are only to be utilized as a framework or guide for teachers. In no way should one limit the scope of these skills to include only elementary school students. Selected skills and objectives should be utilized at the middle school and high school levels. The degree or depth at which the skill is taught is dependent on individual needs, not grade level placement. Affective behaviors are not included in this guide. However, teachers may want to expand the topics of motivation and self-directed reading to include those behaviors that relate to self-concept, interests, and attitudes of students.

The subtopics and objectives can be used as check sheets for teachers in record-keeping and reporting the progress of the student to other teachers. These subtopics may also be utilized in developing a reporting system to parents. (See Appendix A, Worksheet #3)

Figure 1: Class Profile of Reading Skills

Students' Names														
WORD RECOGNITION														
Sight Words														
Preprimer to primer	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
First grade	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Second grade	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Third grade	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Phonetic Analysis														
Beginning consonants	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ending consonants	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Consonant blends	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Rhyming elements	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Short vowels	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Simple consonant digraphs	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Structural Analysis														
Compound words	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Contractions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Root words	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Plurals	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Possessive forms	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
COMPREHENSION														
Uses picture clues	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Gains meaning from:														
Words	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sentences	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Whole selections	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Uses punctuation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
STUDY SKILLS														
Follows Directions														
Group	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Individual	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Adequate Work Habits	Studen Names													
ks questions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Organizes materials	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Standard of neatness	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Standard of quality	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Recognizes sequential relationships														
Makes judgments	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Draws conclusions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Uses table of contents	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
SELF-DIRECTED READING														
Applies study skills	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Begins recreational reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Selects suitable reading materials	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
INTERPRETIVE SKILLS														
Sees humor in situations	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Reads with expression	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Has empathy with characters	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Teaching/Learning Activities

The teaching/learning activities should encompass three patterns or basic methods of teaching and learning:

1. presentations - information is presented to students verbally or through the use of various media;
2. independent study - students work independently to practice a skill, to solve problems, or gather and report information;
3. interaction - present opportunities for discussions and communication of ideas between individuals and among members of a group. Opportunities are provided in which individuals apply their new learning.[4]

The teaching/learning activities should also encompass behaviors that flow from simple to more complex, from concrete to more abstract levels of thinking.

When teachers have identified what they want to accomplish, they can then make professional decisions about how to reach their selected objectives. This identification enables teachers to objectively weigh teaching approaches or strategies that will effectively get the job done. Learning centers can be planned around those objectives that might be more conducive to independent study; team teaching may cross grade levels when parallel objectives are being reinforced, and presentations of a given concept by a teacher with particular expertise in the subject can be further identified.

It is important to remember that the teaching/learning activities can more effectively benefit the student when:

1. the student is aware of the intent or purpose of the lesson;
2. the lesson is relevant to the learner;
3. the lesson is presented in such a way as to enhance the self-concept of the learner and excite him to want to know more. (See Appendix A, Worksheet #3)

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[4] Adaptation of concepts from Jerrold E. Kemp, Instructional Design, (Belmont, California: Lear Siegler, Inc./Fearon Publishers), 1971.

Modifications

Planning and implementing strategies to close the gap between what is desired and what currently exists reflects the sincere involvement of school personnel and their commitment to educating students. Program planning/needs assessment should project positive benefits for the students as well as the school staff. Teacher characteristics and student traits should be examined with focus being directed towards growth and improvement.

To bring existing strategies closer to the desired instructional objectives, an analytic staff approach must be made in selecting and developing assessment instruments, examining collected data, and comparing it with what is desired. Then the staff must determine what modifications need to be made regarding teaching/learning activities, resources, personnel, etc.

If focus is directed towards meeting individual needs, and if genuine humanism is generated by the staff, all facets of program implementation should become less self-centered and more directed towards enhancing the self-concept of the learner and school personnel, thus exciting them to want to do and know more. The learning environment should become one of sincere involvement with one another, consequently, pleasurable and productive. (See Appendix A, Worksheet #4)

Evaluation

Evaluation is an on-going process. It is more than the sum total of test results. Evaluation is effective utilization and integration of systematic teacher observations, teacher judgment, parent/teacher interaction, teacher interactions with other teachers, etc. Evaluation is effective utilization of any and all key indicators that reveal information about the student and his behavior. The purpose of such evaluation is to build into a program design a "feedback" loop which will assist in determining the on-going success or problems encountered.

Only by identifying program goals, program objectives, and specific instructional objectives is there a basis for measuring student progress. Alignment of objectives with test items should be paramount in developing an evaluation program. Tests should be developed and selected in relation to what is being taught and what is deemed important to know. Therefore, the objectives - what it is one wants to accomplish - should be one criterion for test selection.

In evaluating the academic status of students, one should consider:

1. identifying a general level of achievement;
2. identifying specific problem areas and areas of strength;
3. determining possible reasons for deficiencies.(See assessment)

Selection of evaluation instruments should be based on aligning the relevance of the test with the identified purposes or objectives for testing. (See Test Information on page 15)

Staff Development

Staff development in reading is and should be an on-going process whereby school personnel plan:

1. curriculum design;
2. strategies and methods to implement the design;
3. strategies to further develop their job-related competencies;
4. means to share and communicate program success.

Research indicates that it is the teacher that greatly influences the success or failure of a program. If teachers are knowledgeable of components of the program and have a positive attitude towards the program, there is a high probability that implementing such a design will be successful.

With this in mind, inservice should be a vital element in a reading program design. Successful program design and implementation are not the results of arbitrary decisions by one person. They occur when teachers' input is sought, considered and assimilated into the decision-making process.

On-going, well-organized inservice meetings provide the mechanism by which formative evaluation can consistently take place. This type of evaluation focuses on the processes that make the program functional. Decisions as to choosing among alternatives, setting priorities, and identifying the rationale for decision-making are all part of on-going process evaluation (formative). When personnel constantly monitor the functions of program design and implementation, success or probabilities of success factors should be certain at the conclusion of the program (product or summative evaluation).

Inservice meetings should be scheduled when teachers have the energy and enthusiasm to be creative, to think, and to plan. It should be realized that being creative and constructive takes a profuse amount of energy. Scheduling of inservice meetings is of prime importance if one expects prime results. Successful program planning and implementation is contingent upon a well-organized inservice design.

Parent, Community, and Business Involvement

Positive school support from parents and the community is often brought about through involvement in program planning, being brought up-to-date with program changes, and generally being kept informed on matters that will directly influence their children or the community. Seeking input from individuals, the school-parent organization(s), local service clubs, etc. concerning various steps of the program planning/needs assessment model will expand awareness and thus strengthen the program.

Assistance in procuring adult involvement with school activities is dependent to some degree on the openness of school personnel in developing interaction between home and school and between the business community and school. An advisory group composed of the school administrator, teacher(s), member(s) of the program planning team, members of parent organizations and local service clubs could facilitate and/or enhance adult involvement with the school. The purpose of this group would be to provide a wide range of information to school personnel and the program planning task group.

Test Information

1. Group Reading Achievement Tests. (Also known as group reading tests, survey tests, reading sections of achievement test batteries, standardized tests, norms-referenced reading tests). The group survey test is the type most commonly used in school systems in their regular testing programs. This type of test generally yields only one or two scores (vocabulary and comprehension) and provides norms in one or more of the following ways: percentiles, grade level equivalents, stanines, stens, deciles, etc.

Survey tests can be useful when used for the purposes for which they were designed. Such tests show relative rather than absolute levels of achievement. That is, they measure the reading achievement level of groups of children compared with the norms established by the original test group. They are not sufficiently sensitive, however, to be used to measure the progress of a reading program or of children from year to year. When one is interested in determining the general level of a child's or a class's achievement, the survey test can be helpful. When a school system is going to use the same test over a several-year period, it is often recommended that local norms be developed.

2. Group Diagnostic Reading Tests. These tests are also referred to as "analytic" tests or "inventories." The term diagnostic is used here since it seems to be the name most commonly used. It is likely, however, that one of the other terms is more accurate. Diagnosis ordinarily connotes a search for a causation or an explanation for a condition and these tests are not designed for that purpose. They are analytic in that they measure more specific aspects of reading to tell what kinds of problems children are having. Most diagnostic tests take anywhere from two to four hours to administer, but do provide more information than the group survey tests which require a shorter period of time for administration.

3. Individual Diagnostic Tests (and again the term "diagnostic" can be misleading) must be administered to one child at a time with some skill and experience required on the part of the examiner.

These tests give information about more specific deficiency areas than do the other tests and, in addition, allow the examiner to observe the child's reading habits and skills more closely and to make judgments about aspects of a child's reading ability that are not seen in the group situations.

4. Increasingly, test publishing companies are creating tests known generally as "criterion-referenced." The other standardized tests mentioned above are "norms-referenced." In a norms-referenced test, the scores derived are relative - that is, they show how a child's score compares with that of other children who have taken the test (the standardization group). A criterion-referenced test is more closely aligned with an absolute measure - that is, we find out what skills a child does and doesn't possess regardless of what other children do. Such tests sometimes set certain standards of "mastery," however. For instance, a child must pass three of five items testing a certain skill in order to show that he has mastered the skill. These tests could also be called analytic since they generally measure a large number of specific skill areas. Often, basal reading series include brief criterion measures to check a child's progress toward certain specified goals. local schools can also design their own criterion-referenced tests which will measure progress toward the specific goals the school has set as its own. There are commercially published criterion-referenced tests and "kits" available which contain pretests, posttests, and brief tests between to measure on-going progress. Some of these kits also contain guides to all the major basal reading series to direct the teacher to appropriate text and workbook pages to strengthen needed skills. Additional teacher activities may also be included.

5. Informal Measurement Techniques. While often lacking the statistical reliability and sophistication of standardized tests, informal measurement can offer a great deal of pertinent information in a short time. In addition, informal tests have certain other advantages over standardized tests. Teacher-constructed tests can be geared specifically to the particular objectives of the local school system or classroom. They can be administered at any time, as often as indicated, without waiting for the regularly scheduled tests.

Choosing and Using Tests

In deciding on evaluation istruments, the important concept to keep in mind is the relevance of the test for your purposes, particularly in the case of norms-referenced tests. One should be aware that the standardization sample may not be representative of your group.

1. Look at such sources as the Buros Mental Measurements Yearbooks, (Gryphon Press, Highland Park, N.J.) which provide information and critical reviews of published tests and The Standards for Educational and Psychological Tests (American Psychological Association, Inc., 1200 17th Street, NW, Washington D.C. 20036)

2. Secure specimen sets of tests you may want to select and carefully study the administration and technical manual.
   a. Look at the standardization groups used. If the people represented are intended to be typical nationwide samples, ask yourself how typical your group is and how typical your methods and materials are. Does the test measure the objectives your school system feels are important?

   b. If "special" norms are used for "special" groups such as "Title I" students, private school norms, etc., decide whether these norms are useful to you.

3. What kinds of scores are offered?
   a. One of the most frequently used types of scores is the "grade level equivalent." Such scores are losing popularity since they can be misleading. It is difficult to determine what, for instance, a child in 3rd grade ought to know. A score of 3.6 reflects what a child achieved on the test. It is a reflection of what the typical child did, but does not necessarily reflect what a third-grader in your school "ought" to do.

   b. The entire range of scores of the standarization sample may be divided into 100 units called percentiles. A child who scores at the 63rd percentile has done better than 63 percent of the children in the standardization sample. It does not mean that he has passed 63 percent of the items on the test or that he had done better than 63 percent of the children in the class or school.

   c. Since the percentile score is often a finer measure than is needed, increasingly the standard nine (stanine) score is being used. This divides the range of scores into nine rather than 100 divisions. Stanine, 7, 8, and 9 can be considered high; 4, 5, and 6 in the middle; and 1, 2, and 3, low. In some cases, there is a trend toward the use of stanine scores rather than IQ's on group intelligence tests. This is a useful trend since the IQ often implies a precision which is not justified.

4. Is the test one which can be easily administered, scored, and interpreted by those who will be performing those tasks?

5. Does the test provide information not easily obtainable by another means?

6. Remember that not all children will be measured accurately by tests.

7. When you are certain that a test score is invalid for any reason, be sure to note that fact when recording the score if it is necessary to record that score at all.

8. Tests are to be used for the benefit of the education of children. Any use which is harmful to children, their self-concepts, or their educational progress is to be avoided.

This reading program design stresses the importance of asking what it is one wants to know - identifying the objectives - before selecting a testing instrument.

SECTION II: NEEDS ASSESSMENT

Overview

Needs assessment implies an evaluation process that will yield information directed towards answering specific prerequisite questions that focus on certain antecedent conditions. These questions and antecedent conditions, the goals and objectives of a program, are essential in implementing a comprehensive needs assessment. It is essential that one identify what it is one wants to know before gathering and analyzing data. Many times the presumptuous utilization of already collected test data places constraints on program design. The parameters of the test determine the scope and direction of the program rather than knowledge of educators and people involved in the learning process.

The Division of Reading Effectiveness views needs assessment as more than analyzing individual scores or the mean gains in test scores from year to year. It recognizes that educational outcomes should focus on the student and his ability to make "sound" judgments, to think creatively and critically, to interact, to probe and discover new learnings both independently and in concert with others. Many of the endless educational outcomes cannot and should not be evaluated through paper-and-pencil-type testing.

It is not enough to evaluate students' growth as an on-going process; one must also analyze the reasons or elements that combine to produce these outcomes. Identifying student attitudes and interests, teacher characteristics, staff development patterns, parent and community involvements, home environment, general attitudes concerning learning, resources, facilities, and financial priorities are vital to a successful program that focuses on the individual.

Primarily, the focus of the Division of Reading Effectiveness program planning/needs assessment model is to promote a greater realization of the need to communicate professional ideas, to share hopes and even dreams, to get involved with every imaginable aspect of learning in an organized manner solely to enhance and benefit the individual student.

As nearly as possible, the entire school staff should be involved in the needs assessment since each can contribute according to his own unique viewpoint. In addition, the needs assessment process can be educational in itself since it forces one to look at a program in greater detail than might ordinarily be done.

This needs assessment model has a twofold purpose: 1) to present an awareness of the components that personnel from local school corporations may want to consider in designing a needs assessment; 2) to present a system by which school personnel could monitor, report, and analyze collected data.

A needs assessment may include all or most of the following:

Elements of Need Assessment

I. Student[5]
  A. Determine interests and attitudes of students.
  B. Determine to some degree learning style(s) of students.
  C. Determine the present reading levels of children.
  D. Isolate the specific kinds of reading problems the children are having (e.g., phonics) and, at the level of the individual classroom, narrow down even further (e.g., blends).
  E. Measure (or determine) the reading potential of the children.
  F. Determine as nearly as possible the causes of underachievement.

II. Personnel
  A. Inventory the present personnel in the reading program, including teachers and reading specialists. This inventory should include their training, experience, abilities, and orientation.
  B. Inventory nonreading personnel who are available, e.g., psychologists, speech and hearing therapists, guidance counselors. This inventory might also include their knowledge of reading and the factors which can interfere with effective reading.

III. Parent and community
  A. Inventory or survey parents of children.
  B. Inventory or survey members of business community.

IV. Present reading program
  A. Location in the school (e.g., classroom, reading lab)
  B. The basic approaches used (basal readers, individualized reading, phonics emphasis
  C. The time available for reading
  D. The type of classroom grouping and organization (self-contained, departmentalized, open classroom, team teaching, Joplin plan and other specialized plans)
  E. The use of reading specialists (e.g., one-to-one remedial teaching, consultant to classroom teacher, resource centers)
  F. Inservice training in reading for specialists and classroom teachers
  G. The present reading evaluation program, including record-keeping patterns
  H. The impact on the reading program of other school programs (e.g., Title I and other "Title" programs, the use of aides, etc.)

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[5] For more detailed discussion, see Reading Effectiveness Program Elementary School Guide. Indiana Department of Public Instruction, 1975.

V. The school plant and resources
   A. The size, location and resources of the school library
   B. The reading resources and materials - machines, audio-visual equipment available in the classrooms or elsewhere in the building

VI. The availability of fiscal resources
   A. Money available to the reading program from the local school budget
   B. "Title" monies
   C. Private foundations

VII. Professional resources available
   A. Specialized clinics, reading centers, colleges and university departments, private reading specialists, the Department of Public Instruction
   B. Consultant help available from sources similar to the above
   C. Mental health centers, psychologists, psychiatrists, private reading tutors, etc.

The above outline can be expanded or shortened to conform with the kind of needs assessment desired locally.

Succeeding sections contain procedures for reporting collected data and sample survey questionnaires to parent, student, instructional assistant, and teacher attitudes. Presented along with the teacher and instructional assistant attitude survey is a self-appraisal questionnaire.

Survey of Student Attitudes Toward Reading

Grades 1-3

Circle "yes" if you agree with the statement.
Circle "no" if you do not agree with the statement.

Teacher: Read each statement to children.

1.	I think learning to read is fun.	1. yes	1. no
2.	I like my dad or mom to read to me.	2. yes	2. no
3.	Learning to read will help me in school.	3. yes	3. no
4.	I like to read during my free time in school.	4. yes	4. no
5.	My mom and dad like to read.	5. yes	5. no
6.	Books are fun to read.	6. yes	6. no
7.	I sometimes buy books with my own money.	7. yes	7. no
8.	I like to receive books as presents.	8. yes	8. no
9.	I like to take library books home to read.	9. yes	9. no
10.	I like the teacher to read stories to me.	10. yes	10. no
11.	I read well.	11. yes	11. no
12.	I have many books at home.	12. yes	12. no
13.	I read books from the public library.	13. yes	13. no
14.	I usually finish reading the books I start.	14. yes	14. no
15.	I usually understand what I read.	15. yes	15. no
16.	I read a lot.	16. yes	16. no
17.	I like to talk about the stories I read.	17. yes	17. no
18.	I like to read "out loud."	18. yes	18. no
19.	I think I can learn a lot by reading books.	19. yes	19. no

20. I think reading is important. 20. yes 20. no

21. There's a dictionary in my home. 21. yes 21. no

Results of Student Attitude Survey

School____________________ Number of responses_____ Responses below reported by %_____
Number_____

	Grade 1		Grade 2		Grade 3	
	Yes	No	Yes	No	Yes	No
1. I think learning to read is fun.	___	___	___	___	___	___
2. I like my dad or mom to read to me.	___	___	___	___	___	___
3. Learning to read will help me in school.	___	___	___	___	___	___
4. I like to read during my free time in school.	___	___	___	___	___	___
5. My mom and dad like to read.	___	___	___	___	___	___
6. Books are fun to read.	___	___	___	___	___	___
7. I sometimes buy books with my own money.	___	___	___	___	___	___
8. I like to receive books as presents.	___	___	___	___	___	___
9. I like to take library books home to read.	___	___	___	___	___	___
10. I like the teacher to read stories to me.	___	___	___	___	___	___
11. I read well.	___	___	___	___	___	___
12. I have many books at home.	___	___	___	___	___	___
13. I read books from the public library.	___	___	___	___	___	___
14. I usually finish reading the books I start.	___	___	___	___	___	___
15. I usually understand what I read.	___	___	___	___	___	___
16. I read a lot.	___	___	___	___	___	___
17. I like to talk about the stories I read.	___	___	___	___	___	___

	Grade 1		Grade 2		Grade 3	
	Yes	No	Yes	No	Yes	No
18. I like to read "out loud."	___	___	___	___	___	___
19. I think I can learn a lot by reading books.	___	___	___	___	___	___
20. I think reading is important.	___	___	___	___	___	___
21. There's a dictionary in my home.	___	___	___	___	___	___

Analysis of results:

Problem areas:

Possible solutions:

Survey of Student Attitudes Toward Reading

Grade 4 and above

Circle "yes" if you agree with the statement.
Circle "no" if you do not agree with the statement.

1.	I like to read.	1. yes	1. no
2.	I wish I had more free time to read at school.	2. yes	2. no
3.	I think I am a "good" reader.	3. yes	3. no
4.	Knowing how to read is very important.	4. yes	4. no
5.	I read books at home.	5. yes	5. no
6.	I check books out of the public library.	6. yes	6. no
7.	I usually understand what I read.	7. yes	7. no
8.	I know how to use a dictionary and an encyclopedia.	8. yes	8. no
9.	I like to receive books as presents.	9. yes	9. no
10.	I like to talk with others about the books I read.	10. yes	10. no
11.	I have books and magazines at home to read.	11. yes	11. no
12.	My mother and father like to read.	12. yes	12. no
13.	My teachers usually choose books and materials that are not too difficult for me to read.	13. yes	13. no
14.	Books are usually interesting enough to finish.	14. yes	14. no
15.	There are many books I hope to read.	15. yes	15. no
16.	I can locate information to write reports.	16. yes	16. no
17.	I know how to use the library.	17. yes	17. no
18.	I often spend time in the school library.	18. yes	18. no

19. I feel I am given enough time to use the library during school time. 19. yes 19. no

20. There's a set of encyclopedias in my home. 20. yes 20. no

21. There is a dictionary in my home. 21. yes 21. no

Results of Student Attitude Survey

School____________________ Number of responses_____ Responses below reported by %_____
Number_____

		Grade 4		Grade 5		Grade 6	
		Yes	No	Yes	No	Yes	No
1.	I like to read.						
2.	I wish I had more free time to read at school.						
3.	I think I am a "good" reader.						
4.	Knowing how to read is very important.						
5.	I read books at home.						
6.	I check books out of the public library.						
7.	I usually understand what I read.						
8.	I know how to use a dictionary and an encyclopedia.						
9.	I like to receive books as presents.						
10.	I like to talk with others about the books I read.						
11.	I have books and magazines at home to read.						
12.	My father and mother like to read.						
13.	My teachers usually choose books and materials that are not too difficult for me to read.						
14.	Books are usually interesting enough to finish.						
15.	There are many books I hope to read.						
16.	I can locate information to write reports.						
17.	I know how to use the library.						

	Grade 4		Grade 5		Grade 6	
	Yes	No	Yes	No	Yes	No
18. I often spend time in the school library.	___	___	___	___	___	___
19. I feel I am given enough time to use the library during school time.	___	___	___	___	___	___
20. There's a set of encyclopedias in my home.	___	___	___	___	___	___
21. There is a dictionary in my home.	___	___	___	___	___	___

Analysis of responses:

Possible problem areas:

Possible solutions:

Interest Inventory

1. What do you like to do in your spare time?

2. What chores do you do at home?

3. What are two of your favorite TV programs?

4. What are your hobbies?

5. What are your favorite sports?

6. What school subjects do you like the best?

7. What kind of books do you like to read?

8. Do you belong to any clubs? What are they?

9. Do you take any special lessons?

10. Do you ever go to the public library?

11. If you had one wish, what would it be?

12. What would you like to do when you finish your schooling?

13. What kind of music do you like?

14. Who is your best friend?

15. What kind of places do you like to visit?

Learning Modes

An awareness of how students process information should influence teaching strategies and approaches. The learner is the processor of both the medium and the message. Yet, the mode or medium in which a student "best" receives and responds to the message is often overlooked in assessing individuals' day-to-day behaviors. The medium by which instruction is presented to students may be the vital link in assisting the student in converting the message to his own conceptualization or learning.

The "Processing Styles" outline and "Screening Observations for Learning Modes" checklist are presented to focus attention on the auditory, visual, and haptic[6] modes of processing information.

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[6] Haptic is concerned with muscular sensations, kinesthetic experiences, touch impressions and sensory elements connected with learning.

Processing Styles[7]

Auditory/Verbal	The student HEARS the input and responds by SAYING
Auditory/Motor	The student HEARS the input and responds by DOING
Auditory/Haptic	The student HEARS the input and responds by FEELING
Auditory/Visual	The student HEARS the input and responds by SEEING
Auditory/Auditory	The student HEARS the input and responds by HEARING
Visual/Verbal	The student SEES the input and responds by SAYING
Visual/Motor	The student SEES the input and responds by DOING
Visual/Haptic	The student SEES the input and responds by FEELING
Visual/Visual	The student SEES the input and responds by SEEING
Visual/Auditory	The student SEES the input and responds by HEARING
Haptic/Verbal	The student FEELS the input and responds by SAYING
Haptic/Motor	The student FEELS the input and responds by DOING
Haptic/Haptic	The student FEELS the input and responds by FEELING
Haptic/Visual	The student FEELS the input and responds by SEEING
Haptic/Auditory	The student FEELS the input and responds by HEARING

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[7] James A. Poteet, Coordinator of Learning Disabilities Programs, Department of Special Education, Ball State University, Muncie, Indiana.

Screening Observations for Learning Modes

Auditory

1. Talks almost too much to suit you........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
2. Poor fine motor skills (include handwriting)........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
3. Gives highly verbal descriptions (show & tell, class discussion)............ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
4. Listening comprehension higher than his other reading levels............... ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
5. Popular with peers........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
6. Good at riddles........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
7. Talks to self........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
8. Good at phonetic skills........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
9. Memorizes and recites well........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
10. Makes too many rotations and reversals........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Visual

11. He's smarter (IQ) than you would have predicted........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
12. Does not express self well........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
13. He is the quiet type (but he's thinking). Shrugs instead of saying "I don't know."........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
14. Does not follow verbal directions well........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
15. Forgets what he was talking about........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
16. Wants you to show him how instead of telling him how........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
17. Gets sight words rather easily; has difficulty when analysis is required........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
18. Poor in phonics skills........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
19. Doesn't appear to understand what you are talking about........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
20. Writes problems down instead of working them mentally........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Haptic

21. Counts on fingers........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
22. Constantly moving........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
23. Good in coloring........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
24. Handles everything in sight........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
25. Gestures when he talks and is explaining........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
26. Gives self-cues by touching fingers to mouth, nose, chin, etc., when counting........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
27. Well-coordinated........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
28. Mechanically inclined........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
29. Copies well........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
30. One of your lowest achievers........................ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Directions: Write the names of some students of concern to you above the boxes on the right side of the page. If the item is characteristic of the student, place a check under his name. Think about each student carefully. Check only those items which apply to each student most of the time. The item should be truly descriptive of the student if it is checked. (All items could conceivably apply to all students at some time.)

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[8] James A. Poteet, Coordinator of Learning Disabilities Program. Department of Special Education, Ball State

Group Achievement Profiles

Information concerning group performance scores of students in a number of gross subareas of reading achievement tests can supply schools and/or school corporations with comparative data for analyzing patterns of effectiveness of a reading program. These scores can be compared to the norming referent, or can be used as a yearly indicator of effectiveness, or can be used to establish local school norms.

Profiling and analyzing students' group performance scores may provide beginning indicators as to the general patterns of strengths and weaknesses of a reading program. This initial assessment may also provide useful information to begin a more in-depth analysis of the individual reading needs of students.

The following procedure is a means which schools or school corporations could utilize in profiling group performance scores of students on a schoolwide basis.

Name of test ______________________ School ______________________

School corporation ______________________ City ______________________

Group Achievement Profile - Comprehension

Comparing mean score to norm score within and across grade levels				Identifying number of students and degrees of achievement within and across grade levels*					
Grade Levels	Mean Scores Comprehension	Norm	Deviation from Norm	Number of Students Scoring		Number of Students Scoring Between		Number of Students Scoring	
1					+.30 above norm or greater	+ / -	Range of +.20 to -.20 from norm		-.30 below the norm or less
2					+.50 above norm or greater	+ / -	Range of +.40 to -.40 from norm		-.50 below the norm or less
3					+.70 above norm or greater	+ / -	Range of +.60 to -.60 from norm		-.70 below the norm or less
4					+.70 above norm or greater	+ / -	Range of +.60 to -.60 from norm		-.70 below the norm or less
5					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
6					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
7-9					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
10-12					+2.0 above norm or greater	+ / -	Range of 1.9 to -1.9 from norm		-2.0 below the norm or less

*These range levels should be viewed as conditional and not as absolutes.

Name of test ____________________ School ____________________

School corporation ____________________ City ____________________

Group Achievement Profile - Comprehension

Comparing mean score to norm score within and across grade levels				Identifying number of students and degrees of achievement within and across grade levels*					
Grade Levels	Mean Scores Comprehension	Norm	Deviation from Norm	Number of Students Scoring		Number of Students Scoring Between		Number of Students Scoring	
1					+.30 above norm or greater	+ / −	Range of +.20 to -.20 from norm		-.30 below the norm or less
2					+.50 above norm or greater	+ / −	Range of +.40 to -.40 from norm		-.50 below the norm or less
3					+.70 above norm or greater	+ / −	Range of +.60 to -.60 from norm		-.70 below the norm or less
4					+.70 above norm or greater	+ / −	Range of +.60 to -.60 from norm		-.70 below the norm or less
5					+1.0 above norm or greater	+ / −	Range of +.90 to -.90 from norm		-1.0 below the norm or less
6					+1.0 above norm or greater	+ / −	Range of +.90 to -.90 from norm		-1.0 below the norm or less
7-9					+1.0 above norm or greater	+ / −	Range of +.90 to -.90 from norm		-1.0 below the norm or less
10-12					+2.0 above norm or greater	+ / −	Range of 1.9 to -1.9 from norm		-2.0 below the norm or less

*These range levels should be viewed as conditional and not as absolutes.

Name of test ____________________ School ____________________

School corporation ____________________ City ____________________

Group Achievement Profile - Total Reading

Comparing mean score to norm score within and across grade levels				Identifying number of students and degrees of achievement within and across grade levels*					
Grade Levels	Mean Scores Comprehension	Norm	Deviation from Norm	Number of Students Scoring		Number of Students Scoring Between		Number of Students Scoring	
1					+.30 above norm or greater	+ / -	Range of +.20 to -.20 from norm		-.30 below the norm or less
2					+.50 above norm or greater	+ / -	Range of +.40 to -.40 from norm		-.50 below the norm or less
3					+.70 above norm or greater	+ / -	Range of +.60 to -.60 from norm		-.70 below the norm or less
4					+.70 above norm or greater	+ / -	Range of +.60 to -.60 from norm		-.70 below the norm or less
5					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
6					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
7-9					+1.0 above norm or greater	+ / -	Range of +.90 to -.90 from norm		-1.0 below the norm or less
10-12					+2.0 above norm or greater	+ / -	Range of 1.9 to -1.9 from norm		-2.0 below the norm or less

*These range levels should be viewed as conditional and not as absolutes.

Individual Achievement Profiles

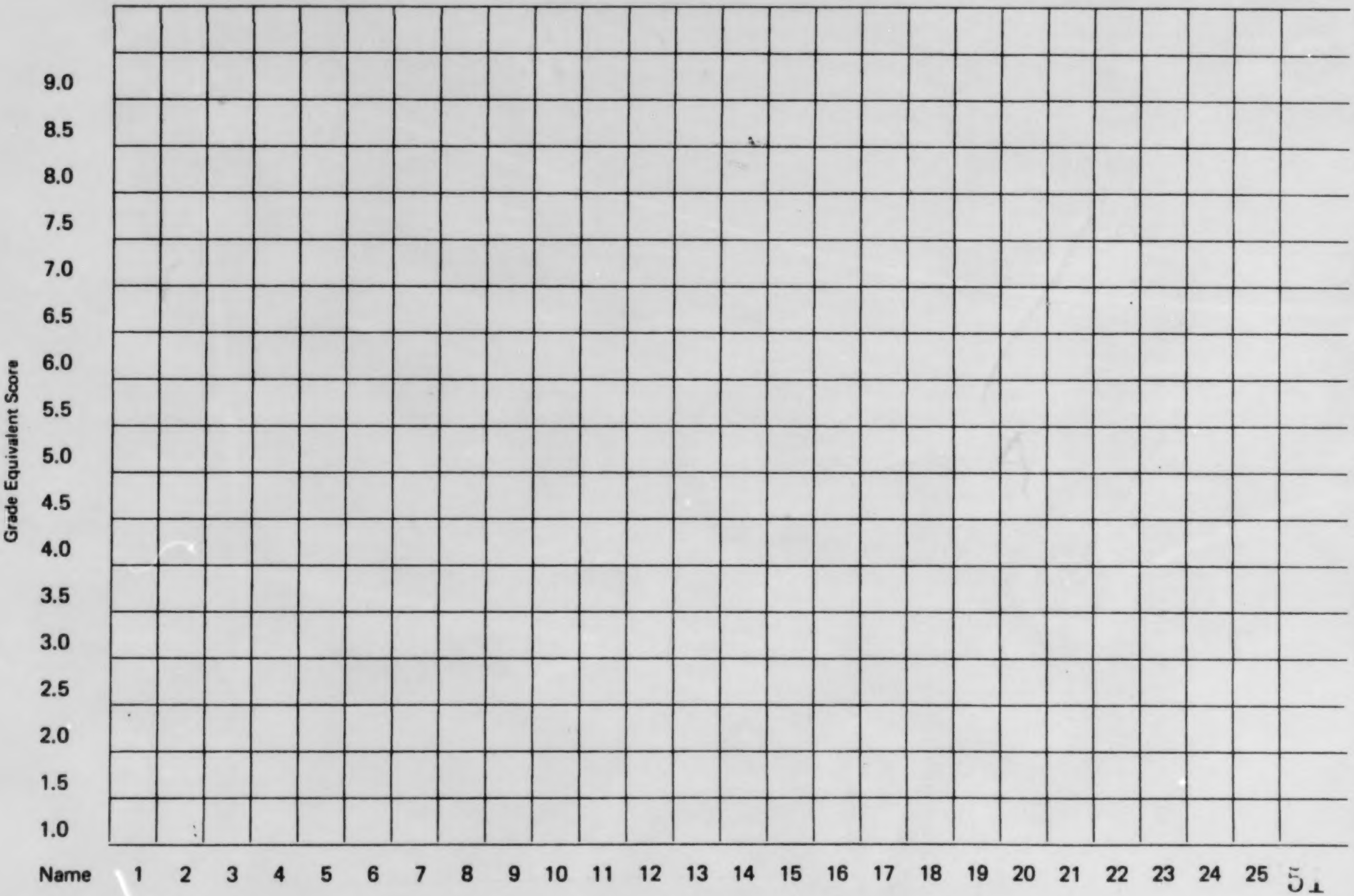
A comparison of students' group reading achievement scores with scores on other subject matter subtests may provide information regarding differences between achievement and capacity. Certainly, this comparison would yield a gross measurement. Substantial discrepancies in performance as noted by varying test scores may warrant additional information concerning a student's achievement. It must always be kept in mind that test scores rarely, if ever, should be viewed in isolation apart from other key indicators of students' progress.

The procedure that follows allows the classroom teacher to view multiple test scores of individual students, thus presenting an overview of performance on a variety of instruments. This procedure also provides one means or an initial step in grouping students.

Each test score is to be recorded with a different color of ink.

Subtest Data Profile

School ______________________________ Grade level ____________________



IRI – Instructional Level – Green
Reading Expectancy Level – Yellow
Word Recognition – Red

Comprehension – Blue
Math – Brown
Other –

Teacher Questionnaire

Indicate grade level__________

After reading each statement, please indicate whether you agree or disagree with the statement.

		AGREE	DISAGREE
	Section I - Reading programs:		
1.	Reading is taught as a separate subject.	☐	☐
2.	Reading is taught indirectly through other subject matter courses.	☐	☐
3.	Special assistance is provided outside the classroom for students in special need of reading help.	☐	☐
4.	Diagnostic reading tests are used with most or all students to determine individual needs.	☐	☐
5.	Reading needs of students are determined by reading achievement tests.	☐	☐
6.	Program provides means to assist teachers in formulating or selecting specific objectives for each student.	☐	☐
7.	School stresses the need for developing or identifying or selecting specific objectives for each student.	☐	☐
8.	Performance of students is measured in terms of objectives set for each individual.	☐	☐
9.	Continuous record-keeping of class performance is systematically organized and kept.	☐	☐
10.	Students are kept informed of their progress.	☐	☐
11.	Students are involved in self-evaluation.	☐	☐
12.	Reading materials are closely related to children's interests and reading levels.	☐	☐

		AGREE	DISAGREE
13.	Adequate reading materials are available within the school.	☐	☐
14.	School contains a library media center.	☐	☐
15.	Library contains sufficient number of books in diversified areas to meet children's and teacher's needs.	☐	☐
16.	All materials are available to teachers and students on an individual basis as needed.	☐	☐
17.	Teaching strategies, curriculum, interests and abilities of students, and teacher requests are considered when selecting reading materials.	☐	☐
18.	Adequate release time for reading in-service meetings is provided.	☐	☐
19.	Teachers use a variety of reading instructional approaches.	☐	☐
20.	The school places adequate emphasis on reading.	☐	☐
21.	I am pleased with the instruction I provide for children in reading.	☐	☐

Section II - Reading approaches:

Please check the procedures or approaches you use to carry out reading instruction.

1. Programmed learning - individualized materials are utilized. Materials use a linear technique, that is, the arrangement is in a simple ordered sequence.

2. Language experience - builds activities upon real language needs and experiences of students.

3. Individualized instruction - individual reading of a variety of reading materials. Teacher gives assistance to child in selecting books, checks progress, and gives instruction at regular intervals.

4. Basal readers - utilization of a series of books, workbooks, texts, and reading aids for each grade or reading level.

5. Team teaching - utilization of a number of adults for instruction instead of one teacher.

6. Aides/tutors - individuals that provide one-to-one or small group services to children in assisting the classroom or reading teacher.

7. High school students (aides/tutors)

8. Older elementary students (aides/tutors)

9. Learning centers - stations set up within the classroom that focus on specific learning activities.

10. Small group instruction - children are grouped according to similar instructional levels and specific skill needs. Approximately six to eight children are in a group.

11. Total class instruction - children assigned to a given class are taught as a self-contained unit.

12. Other - (Please comment on other methods utilized.)

Comments:

Section III - Teacher self-evaluation:

Please check the appropriate box below and/or add comments when necessary.

Reading skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
1. Identifying a child's specific reading needs			
2. Administering an informal reading inventory			
3. Interpreting test data on students			

Reading skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
4. Writing specific behavioral objectives on a child's needs			
5. Developing materials to evaluate performance progress based on objectives			
6. Grouping children for instruction			
7. Managing more than one reading group in a classroom			
8. Selecting materials to meet specific needs of students			
9. Selecting materials that are of interest and at appropriate levels for children			
10. Selecting wide variety of reading materials for children			
11. Utilizing variety of teaching approaches to instruction			
12. Utilization of a variety of motivational techniques			
13. Introducing concepts to children			

Reading skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
14. Introducing vocabulary			
15. Word analysis skills			
16. Reading for details			
17. Sequencing			
18. Comprehension of main ideas, concepts			
19. Critical reading			
20. Location of information			
21. Reporting information			
22. Work study skills: reading maps outlining following directions etc.			
23. Asking questions at different levels of cognition			

Reading skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
24. Maintaining children's interests			
25. Record-keeping			
26. Reporting children's reading progress to parents			
27. Individualizing instruction			
28. Use of learning centers			

STAFF DEVELOPMENT SURVEY

What efforts are currently being made to improve or strengthen the teaching of reading in your school?

In Column I check the extent of usage of the efforts listed. Mark one item only in Column I.

In Column II check your evaluation of evidence of need. Mark one item only in Column II.

	Column I			Column II			
	In our school this plan is used:			There is evidence of need to:			
	(1) Frequently	(2) Occasionally	(3) Rarely or never	(1) Begin using	(2) Continue use	(3) Expand efforts	(4) Not needed
1. Discussion of reading at faculty meeting	☐	☐	☐	☐	☐	☐	☐
2. Encouraging teachers to pursue courses in reading education	☐	☐	☐	☐	☐	☐	☐
3. Teacher workshops in reading	☐	☐	☐	☐	☐	☐	☐
4. Inservice education program in reading	☐	☐	☐	☐	☐	☐	☐
5. Grade-level meetings and study of reading	☐	☐	☐	☐	☐	☐	☐
6. Teacher visitations to see reading demonstrations	☐	☐	☐	☐	☐	☐	☐
7. Purchasing new reading materials	☐	☐	☐	☐	☐	☐	☐
8. Assigning pupils to special teachers for reading help	☐	☐	☐	☐	☐	☐	☐
9. Trying out new ideas and approaches in teaching reaching	☐	☐	☐	☐	☐	☐	☐

10. What college and university courses have you had to aid directly in the teaching of reading? (indicate undergraduate or graduate level)

____

____

____

11. In what ways to do you feel reading can be improved in your school? (describe briefly)

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[9] Donovan Lumpkin et al. Ball State University Reading Center, Muncie, Indiana.

Instructional Assistants' Questionnaire

Indicate grade level __________

After reading each statement, please indicate whether you agree or disagree with the statement.

Section I - Reading program:

	AGREE	DISAGREE
1. I have adequate knowledge about the various components of this school's reading program.	☐	☐
2. I have sufficient knowledge of the students' interests and attitudes concerning reading.	☐	☐
3. I have adequate information concerning the instructional reading level of students.	☐	☐
4. I am informed on the specific reading needs of students.	☐	☐
5. I know several approaches in identifying reading needs of students.	☐	☐
6. Lessons are planned and discussed with the classroom teacher before they are presented.	☐	☐
7. Specific reading needs of students are identified and considered when planning reading lessons.	☐	☐
8. There is a systematic and organized way of reporting students' progress to the classroom teacher.	☐	☐
9. I have adequate reading materials to function effectively.	☐	☐
10. Adequate inservice reading training is provided by the school corporation.	☐	☐
11. I would appreciate more inservice training concerning reading.	☐	☐

Section II - Reading approaches:

Please check the procedures or approaches you use to carry out reading instruction.

1. ☐ Programmed learning - individualized materials are utilized. Materials use a linear technique, that is, the arrangement is in a simple ordered sequence.
2. ☐ Language experience - builds activities upon real language needs and experiences of students.
3. ☐ Individualized instruction - individual reading of a variety of reading materials. Teacher gives assistance to child in selecting books, checks progress, and gives instruction at regular intervals.
4. ☐ Basal readers - utilization of a series of books, workbooks, texts, and reading aids for each grade or reading level.
5. ☐ Team teaching - utilization of a number of adults for instruction instead of one teacher.
6. ☐ Tutoring - provide one-to-one instruction to children in assisting the classroom or reading teacher.
7. ☐ Learning centers - stations set up within the classroom that focus on specific learning activities.
8. ☐ Small group instruction - children are grouped according to similar instructional levels and specific skill needs. Approximately six to eight children are in a group.
9. ☐ Total class instruction - children assigned to a given class are taught as a self-contained unit.
10. ☐ Other - please comment on other methods utilized.

Comments:

Section III - Instructional assistants' self-evaluation:

Please check the appropriate box below and/or add comments when necessary.

Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
1. Identifying reading needs of students.			

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Skill area	Area in which I feel effective	I would appreciate more instructional assistance	Comments
2. Selecting materials to meet specific needs of students			
3. Utilization of a variety of teaching approaches to instruction			
4. Utilization of a variety of motivational techniques			
5. Individualizing instruction			
6. Record-keeping			
7. Reporting students' progress to classroom teacher			
8. Asking appropriate questions			
9. Introducing concepts			
10. Introducing new vocabulary words			
11. Word recognition skills			
12. Study skills: reading maps outlining following directions			

Parent Questionnaire

Directions: This questionnaire will provide us with information concerning your attitudes toward reading. After reading each statement, please indicate whether you agree or disagree with each statement. One form per family -- I have children in the ______ elementary school, junior high school _______, senior high school ______.

		AGREE	DISAGREE
1.	Acquiring effective reading skills is essential to everyday living.	☐	☐
2.	I encourage my children to read at home.	☐	☐
3.	My children check out books from the public library.	☐	☐
4.	I feel the teachers have done a "good" job in teaching my children to read.	☐	☐
5.	The school encourages and supports a strong reading program.	☐	☐
6.	I purchase books and magazines for my children to read at home.	☐	☐
7.	I like to read.	☐	☐
8.	I feel free to visit my child's reading class.	☐	☐
9.	I feel I have adequate knowledge about the school's reading program.	☐	☐
10.	Money spent on reading materials is money well spent.	☐	☐
11.	I feel I have adequate knowledge concerning my children's progress in reading.	☐	☐
12.	I am pleased with the school library and reading-related centers.	☐	☐
13.	The school provides books and materials that relate to my children's interests.	☐	☐

	AGREE	DISAGREE
14. I would like to know more about the reading program at my child's school.	☐	☐
15. I am interested and willing to help with reading activities in my child's school.	☐	☐

Results of Parent Questionnaire

School________________ Number of responses____ Number distributed____

		Number or %	Number or %
1.	Acquiring effective reading skills is essential to everyday living.	Agree______	Disagree______
2.	I encourage my children to read at home.	Agree______	Disagree______
3.	My children check out books from the public library.	Agree______	Disagree______
4.	I feel the teachers have done a "good" job in teaching my children to read.	Agree______	Disagree______
5.	The school encourages and supports a strong reading program.	Agree______	Disagree______
6.	I purchase books and magazines for my children to read at home.	Agree______	Disagree______
7.	I like to read.	Agree______	Disagree______
8.	I feel free to visit my child's reading class.	Agree______	Disagree______
9.	I feel I have adequate knowledge about the school's reading program.	Agree______	Disagree______
10.	Money spent on reading materials is money well spent.	Agree______	Disagree______
11.	I feel I have adequate knowledge concerning my children's progress in reading.	Agree______	Disagree______
12.	I am pleased with the school library and reading-related centers.	Agree______	Disagree______
13.	The school provides books and materials that relate to my children's interests.	Agree______	Disagree______

	Number or %	Number or %
14. I would like to know more about the reading program at my child's school.	Agree______	Disagree______
15. I am interested and willing to help with reading activities in my child's school.	Agree______	Disagree______

Analysis of responses:

Apparent problem areas:

1.

2.

3.

Possible solutions:

1.

2.

3.

Community Assessment[10]

While there are many variables to consider in making a comprehensive needs assessment, certainly one of the most important is the data feedback gathered from the school community. If an examination of the total child is to be made, then it is necessary for educators to focus their attention on some of the following areas:

Geographic location

1.

2.

Community service organizations

1.

2.

Community industries

1.

2.

Recreational areas

1.

2.

Racial or ethnic composition

1.

2.

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[10] Phillip Whiteman. "Community Assessment," *Inservice for Compensatory Education Reading Programs*, Indiana Department of Public Instruction, 1975.

Major arteries

1.

2.

Attitudes toward school

1.

2.

Political and government structure of community, i.e., power bases, lobbies, etc.

1.

2.

Unions

1.

2.

Type of dwelling - e.g., renters, apartment, etc.

1.

2.

Liaisons with school

1.

2.

Natural resources

1.

2.

Language composition

1.

2.

Median income

1.

2.

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APPENDIX A:

STAFF DEVELOPMENT INTERACTION WORKSHEETS

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Overview

In developing a program that is representative of the staff, as well as the task group, much input and discussion concerning each area of the program design should be generated. Situations should be created whereby staff inservice meetings focus on these areas with the intent of supplying the task group with essential information for program development.

To provide for optimum discussion, school personnel should be divided into two or more groups, depending on size, to discuss and come to some tentative conclusions concerning given topics within the design. This provision for small group discussion provides participants the opportunity to share professional ideas on a more personal, nonthreatening basis. A small group composed of five to eight members should allow for each member to be heard within a relatively short period of time.

Reuniting the groups yields a larger forum for ideas to be shared and expanded upon. It provides the avenue for identifying priorities, procuring the rationale for conclusions, rephrasing or rewriting items, and establishing group cohesion concerning decisions.

Staff Development Worksheet #1

Topics

Main Topics Small Group	Ranking Topics in Order of Priority
Main Topics Large Groups	Ranking Topics in Order of Priority

Staff Development Worksheet #1

Topics

Main Topics	Ranking Topics in Order of Priority
Small Group	
Main Topics	Ranking Topics in Order of Priority
Large Groups	

Staff Development Worksheet #1

Topics

Main Topics Small Group	Ranking Topics in Order of Priority
Main Topics Large Groups	Ranking Topics in Order of Priority

Staff Development Worksheet #2

Program Goals and Objectives

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Staff Development Worksheet #2

Program Goals and Objectives

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Staff Development Worksheet #2

Program Goals and Objectives

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Topic

Program Goal

Program Objective(s)

Staff Development Worksheet #3

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Staff Development Worksheet #3

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Staff Development Worksheet #3

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Staff Development Worksheet #3 (continued)

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Staff Development Worksheet #3 (continued)

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Staff Development Worksheet #3 (continued)

Subtopics and Instructional Objectives

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

Topic

Subtopic

Instructional Objective(s)

STAFF DEVELOPMENT WORKSHEET #4

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

STAFF DEVELOPMENT WORKSHEET #4

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

STAFF DEVELOPMENT WORKSHEET #4

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

STAFF DEVELOPMENT

WORKSHEET #4 (continued)

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

STAFF DEVELOPMENT

WORKSHEET #4 (continued)

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

STAFF DEVELOPMENT

WORKSHEET #4 (continued)

Teaching/Learning Activities and Resources

(See Assessment)

Instructional Objectives	Teaching/Learning Activities	Resources	Modifications

APPENDIX B:

STATEMENTS OF SKILLS AND OBJECTIVES FOR READING

STATEMENT OF SKILLS AND OBJECTIVES FOR ELEMENTARY READING*

A. WORD ATTACK

Level A - Kindergarten

1. Listens for rhyming elements

   a. Words

   Objectives--The child is able to tell when (1) two words pronounced by the teacher (man-pan, call-bell, when-pen) and/or (2) the names of two objects do and do not rhyme (i.e., "sound alike").

   b. Phrases and verses

   Objectives--

   (1) The child is able to pick out the rhyming words in traditional verses (i.e., "Little Jack Horner sat in a corner") and nonsense verses ("Wing, wong, way/Tisha, loona says") read by the teacher.

   (2) The child is able to supply the missing word in a rhyming verse read by the teacher (e.g., "The big tall man/Fried eggs in a _______."

2. Notices likenesses and differences

   a. Pictures (shapes)

   Objective--The child is able to match key shapes with shapes that are identical in terms of form and orientation (e.g., △▽△.)

   b. Letters and numbers

   Objective--The child is able to pick the letter--upper or lower case--or number in a series that is identical to a key number or letter. (The child points to the letter or number that is the same as the first letter or number in a row: P: B T P K; s: s z e c; 9: 6 0 9 8.)

   c. Words and phrases

   Objective--The child is able to pick the word or phrase in a series that is identical to a key word or phrase (e.g., down: wand, down, bone, find; back and forth: bank and find, back and forth, found it

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*Wayne Otto and Richard J. Smith, Administering the School Reading Progr (Boston: Houghton Mifflin Company, 1970). A project of the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin supported in part as a research and development center by funds from the U.S. Office of Education, Department of Health Education and Welfar

3. Distinguishes colors

Objective--This child is able to identify colors (blue, green, black, yellow, red, orange, white, brown, purple) named by the teacher. (The child picks from four choices the color named by the teacher, e.g., key word = blue; color choices = blue and black. The child chooses the proper crayon to fill in boxes with the colors named by the teacher.)

4. Listens for initial consonant sounds

Objective--Given two common words pronounced by the teacher (e.g., bird-ball, boy-take, banana-dog), the child is able to tell when the words do and do not begin alike.

B. COMPREHENSION

Level A - Kindergarten

1. Develops listening skills

a. Has attention and concentration span suitable for his age

Objective--The child is able to demonstrate active participation in classroom listening situations. (The child attends to an oral presentation and responds appropriately, i.e., follows directions, reacts with relevant questions and/or contributions.)

NOTE: Assessment is best carried out over a span of time during which the child can be observed in a variety of situations and his behavior compared to that of his age/grade group.

b. Is able to remember details

Objective--The child is able to remember sufficient details from an oral presentation (i.e., story, show-and-tell) to respond to specific questions, e.g., four questions regarding specific facts based upon a 100-word presentation.

2. Increases vocabulary through listening

Objective--The child begins to use new words learned in school in his own spoken language.

NOTE: The kindergarten child is almost certain to be exposed to a number of new school-related words, e.g., lavatory, chalkboard, custodian, recess, principal. Such words can become the focus for informal assessment of the objective.

3. Can relate details to others to construct a story

Objective--The child is able to relate details to others to make a story. (The child arranges scrambled pictures to construct a story.)

4. Anticipates outcome of stories

Objectives--

a. Given a picture of an event, the child is able to select an appropriate outcome from two pictured choices.

b. Given the facts essential for the beginning of a story line, the child is able to project relevant outcomes. (The teacher reads a story beginning:

> It was a rainy day. Puff the kitten, had been outside playing in the mud. She was tired when she came in and wanted a soft, warm place to sleep. She was wet and her paws were muddy. Puff walked across the kitchen floor that Mother had just washed.

The child gives relevant responses to questions such as "Where do you think Puff went?" and "How do you think Mother felt about this?")

5. Interprets pictures critically

Objective--The child is able to point out incongruities in pictures and to pick out pictures with incongruous details (e.g., a dog driving a car, a five-legged elephant).

6. Can identify main characters in a story

Objective--The child is able to name and describe up to four main characters in a story told by the teacher.

NOTE: This objective can best be assessed informally.

C. STUDY SKILLS

Level A - Kindergarten

1. Follows simple directions

Objective--The child is able to perform the actions in simple one- and two-stage directions, e.g., "Make an X in the middle of your paper," "Draw a ball on your paper and put a dot next to it."

2. Demonstrates elementary work habits

a. Shows independence in work

Objective--The child shows independence in his assigned work by (1) asking questions that are necessary for clarification of the task, (2) not asking attention-seeking questions once the task is clear and (3) keeping the necessary tools, i.e., pencil, paper, crayons, scissors, at hand.

b. Accepts responsibility for completion and quality of work

Objective--The child shows acceptance of responsibility for completion and quality of work by (1) making a reasonable effort to do neat work and (2) pacing himself to complete a task acceptably in the allotted time.

NOTE: The two preceding objectives must be assessed by observing the child over a period of time. Special note should be made of the child who does neat work but only at the expense of extended, painstaking effort.

3. Shows development of motor coordination (eye and hand)

Objective--The child is able to make a legible copy of given manuscript writings, e.g., The quick brown fox

D. SELF-DIRECTED READING

Level A - Kindergarten

1. Cares for books properly
2. Is aware of sequential order of books
3. Begins to show initiative in selecting picture books

E. INTERPRETIVE SKILLS

Level A - Kindergarten

1. Reacts to pictures and relates to own experiences
2. Shows interest in stories read
3. Begins to react to mood of poems and stories

F. CREATIVE SKILLS

Level A - Kindergarten

1. Engages in creative dramatic play based on stories read by teacher
2. Reflects mood in use of voice

STATEMENT OF SKILLS AND OBJECTIVES FOR ELEMENTARY READING*

A. WORD ATTACK

Level B - Grade 1

1. Has a sight word vocabulary of 50-100 words

Objective--Given a maximum three-second exposure per word, the child is able to recognize 92 preprimer and primer level words selected from the Dolch Basic Sight Vocabulary List of 220 words.

NOTE: The specific preprimer and primer words are given in the list that follows. The child should be able to recognize additional sight words that occur in instructional materials to which he has been exposed.

BREAKDOWN OF THE DOLCH BASIC WORD LIST BY LEVELS

Preprimer	Primer	1st Grade	2nd Grade	3rd Grade
1. A	1. All	1. After	1. Always	1. About
2. And	2. Am	2. Again	2. Around	2. Better
3. Away	3. Are	3. An	3. Because	3. Bring
4. Big	4. At	4. Any	4. Been	4. Carry
5. Blue	5. Ate	5. As	5. Before	5. Clean
6. Can	6. Be	6. Ask	6. Best	6. Cut
7. Come	7. Black	7. By	7. Both	7. Done
8. Down	8. Brown	8. Could	8. Buy	8. Draw
9. Find	9. But	9. Every	9. Call	9. Drink
10. For	10. Came	10. Fly	10. Cold	10. Eight
11. Funny	11. Did	11. From	11. Does	11. Fall
12. Go	12. Do	12. Give	12. Don't	12. Far
13. Help	13. Eat	13. Going	13. Fast	13. Full
14. Here	14. Four	14. Had	14. First	14. Got
15. I	15. Get	15. Has	15. Five	15. Grow
16. In	16. Good	16. Her	16. Found	16. Hold
17. Is	17. Have	17. Him	17. Gave	17. Hot
18. It	18. He	18. His	18. Goes	18. Hurt
19. Jump	19. Into	19. How	19. Green	19. If
20. Little	20. Like	20. Just	20. Its	20. Keep
21. Look	21. Must	21. Know	21. Made	21. Kind
22. Make	22. New	22. Let	22. Many	22. Laugh
23. Me	23. No	23. Live	23. Off	23. Light
24. My	24. Now	24. May	24. Or	24. Long

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*Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Company, 1970). A project of the Wisconsin Research and Development Center for Cognitive Learing at the University of Wisconsin, supported in part as a research and development center by funds from the U.S. Office of Education, Department of Health Education and Welfare.

25. Not
26. One
27. Play
28. Red
29. Run
30. Said
31. See
32. The
33. Three
34. To
35. Two
36. Up
37. We
38. Where
39. Yellow
40. You

25. On
26. Our
27. Out
28. Please
29. Pretty
30. Ran
31. Ride
32. Saw
33. Say
34. She
35. So
36. Soon
37. That
38. There
39. They
40. This
41. Too
42. Under
43. Want
44. Was
45. Well
46. Went
47. What
48. White
49. Who
50. Will
51. With
52. Yes

25. Of
26. Old
27. Once
28. Open
29. Oven
30. Put
31. Round
32. Some
33. Stop
34. Take
35. Thank
36. Them
37. Then
38. Think
39. Walk
40. Were
41. When

25. Pull
26. Read
27. Right
28. Sing
29. Sit
30. Sleep
31. Tell
32. Their
33. These
34. Those
35. Upon
36. Us
37. Use
38. Very
39. Wash
40. Which
41. Why
42. Wish
43. Work
44. Would
45. Write
46. Your

25. Much
26. Myself
27. Never
28. Only
29. Own
30. Pick
31. Seven
32. Shall
33. Show
34. Six
35. Small
36. Start
37. Ten
38. Today
39. Together
40. Try
41. Warm

2. Follows left-to-right sequence

Objective--The child reacts to number, letter or word stimuli in a left-to-right sequence. (The child names the letters or numbers presented in rows

N	C	H	P
c	o	e	g
4	7	1	2

in a left-to-right sequence.)

3. Has phonic analysis skills

a. Consonant sounds

(1) Beginning

Objectives--

(a) Given two common words pronounced by the teacher (e.g., man-pet, ball-boy), the child is able to tell when the words begin alike. (Review)

(b) Given a real or nonsense word pronounced by the teacher, the child is able to give the letter that makes the initial sound.

(c) Given a word pronounced by the teacher, the child is able to give another word that beings with the same sound.

(2) Ending

Objectives--

(a) Given two common words pronounced by the teacher (e.g., bat-hut, six-sit), the child is able to tell when the words do and do not end alike.

(b) Given a word pronounced by the teacher (e.g., bat, car), the child is able to give the letter that makes the ending sound.

b. Consonant blends

Objectives--

(1) When directed to listen for the first two sounds, i.e., pl, gr, pr, cr, fl, cl, bl, in a real or nonsense word pronounced by the teacher, the child is able to (1) identify words that begin with the same two sounds and (2) identify the two letters that make the initial sounds.

From a series of three pictured objects the child selects the one(s) with the name(s) beginning with the same two sounds as the word enunciated by the teacher: drink (pronounced) . . . drum, table, dress (pictures). From a series of four two-letter combinations, the child selects a pair that make the initial sounds of the word enunciated by the teacher.

(2) The child is able to pronounce real and nonsense words that begin with the following blends: pl, gr, pr, cr, fl, cl, bl, gl. (Some examples of appropriate nonsense words: plag, gref, prid, flin.)

c. Rhyming elements

Objective--Given a word pronounced by the teacher (e.g., pan, ball, sat), the child is able to give a rhyming word.

NOTE: A rhyming nonsense word should be considered an acceptable response.

d. Short vowels

Objective--The child is able to give the sound and letter name of the vowel in single-syllable words with a single short vowel sound (e.g., man, duck, doll, hop).

e. Simple consonant digraphs

Objective--The child is able to identify simple two-consonant combinations -- ch, th, sh -- that result in a single new sound. (The child is asked to identify the digraphs, i.e., two consonants with a single sound, in words enunciated by the teacher: she, chaff, teeth, fish, beach.)

4. Has structural analysis skills

a. Compound words

Objective--The child is able to identify compound words and to specify the elements of a compound word. (The child identifies the compound word in a sentence and specifies the component words: The football went over the fence.)

b. Contractions

Objective--The child is able to identify simple contractions (e.g., I'm, it's, can't) and use them correctly in sentences.

c. Base words and endings

Objective--The child is able to identify the root word in known inflected words (e.g., jumping, catches, runs).

d. Plurals

Objective--The child is able to tell when known words -- essentially noun plus "s" forms -- are singular or plural (i.e., indicate one or more than one).

e. Possessive forms

Objective--The child is able to identify the possessive forms of nouns in context. (The child indicates the word in connected text that are possessive forms.)

B. COMPREHENSION

Level B - Grade 1

1. Uses picture and context clues

a. Picture clues

Objective--The child is able to use picture clues in drawing conclusions and answering questions. (The child responds to questions based on information presented in a picture.)

b. Context clues

Objective--The child is able to use context clues in drawing conclusions and answering questions. (The child responds to riddles in which familiar animals, etc., are described.)

2. Is able to gain meaning from

   a. Words

      Objective--The child demonstrates his understanding of individual words in connected text by responding correctly to specific questions with a single-word focus, e.g., questions concerned essentially with word meaning (vocabulary).

   b. Sentences

      Objective--The child demonstrates his understanding of specific sentences by responding correctly to specific questions regarding the literal content of single sentences.

   c. Whole selections

      Objective--The child demonstrates his understanding of a coherent passage of connected text by responding correctly to questions regarding literal meaning and appropriately to questions regarding implied meaning, i.e., inferential questions.

3. Uses punctuation as a guide to meaning

   Objective--The child demonstrates his attention to punctuation at the ends of sentences and punctuation of dialogue through his oral reading of familiar sentences.

   NOTE: This objective is best assessed informally.

C. STUDY SKILLS

Level B - Grade 1

1. Follows directions

   a. Follows oral directions given to a group

      Objective--The child is able to perform the actions in two-stage directions that require some judgment when the directions are administered to a group, i.e., 10 or more pupils, of which he is a part.

   b. Follows oral directions given individually

      Objective--The child is able to perform the actions in two-stage directions that require some judgment when the directions are given to him.

      NOTE: The two preceding objectives can best be assessed by observing the child's performance over a period of time, for planned situations are likely not only to have an aura of contrivance but also to be of too short duration to be very meaningful. Special note should be made of the child who responds adequately with individual attention but not in a group, or, conversely, who can take cues from the group and proceed satisfactorily but breaks down when left to himself.

c. Follows written directions

Objective--The child is able to perform independently and sequentially the actions called for in a series of four to six written directions.

2. Has adequate work habits

Objective--The child shows independence and acceptance of responsibility by (1) asking only the questions necessary for clarification of a task, (2) keeping the materials required to complete a task available and organized, (3) showing an awareness of the standards of neatness and general quality in assigned work and (4) pacing himself to complete assigned tasks in the time allotted.

3. Recognizes organization of ideas in sequential order

Objective--The child is able to recognize sequential relationships among two or three ideas.

4. Begins to make judgments and draws conclusions

Objective--Given a series of four to six related facts, the child is able to respond correctly to questions requiring that he make judgments and draw conclusions on the basis of the facts presented.

5. Uses table of contents

Objective--The child is able to respond to appropriate questions with information gained from the tables of contents of 1st-grade books.

D. SELF-DIRECTED READING

Level B - Grade 1

1. Begins to apply independent word study skills
2. Is able to find answers to questions independently
3. Begins to do recreational reading
4. Begins to select suitable reading materials independently

E. INTERPRETIVE SKILLS

Level B - Grade 1

1. Sees humor in situations
2. Reads with expression
3. Has empathy with characters

F. CREATIVE SKILLS

Level B - Grade 1

1. Has ability to enjoy rhythm in words
2. Has ability to see and hear rhyming words
3. Can interpret ideas and stories through discussions, dramatizations, drawings.
4. Has ability to do cooperative planning
5. Participates in development of experience charts
6. Tells original stories

STATEMENT OF SKILLS AND OBJECTIVES FOR ELEMENTARY READING*

A. WORD ATTACK

Level C - Grade 2

1. Has a sight word vocabulary of 100-700 words

   Objective--Given a maximum two-second exposure per word, the child is able to recognize 133 preprimer, primer, and 1st grade words selected from the Dolch Basic Sight Vocabulary List of 200 words.

2. Has phonic analysis skills

   a. Consonants and their variant sounds

   Objective--The child recognizes the variant sounds of s, c and g in words like sit, trees, sure, picnic, circus, giant, good, drag, cage, cake, city. (The child matches words that have similar sounds of s, c and g.)

   NOTE: The following consonants have more than one sound -- c, g, s, q, d, x, t, z -- but variant sounds of s, c, g are most common at this level.

   b. Consonant blends

   Objectives--

   (1) When directed to listen for the first two sounds, i.e., st, sk, sm, sp, sw, sn, in a word pronounced by the teacher, the child is able to (1) identify words that begin with the same two sounds and (2) identify the two letters that make the initial sounds.

   (2) The child is able to pronounce nonsense words that contain the following blends: st, sk, sm, sp, sw, sn.

   c. Vowel sounds

   (1) Long vowel sounds

   Objectives--

   (a) The child is able to pronounce real words and nonsense words with a single long vowel sound and to identify the vowel heard (e.g., nose, brile, cheese, seat, labe).

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*Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Company, 1970). A project of the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin supported in part as a research and development center by funds from the U.S. Office of Education, Department of Health Education and Welfare.

(2) Vowel plus r

Objectives--

(a) The child is able to pronounce words with r-controlled vowels.

(b) The child is able to name the vowel that is with r in nonsense words pronounced by the teacher (e.g., darl, mur, der, forn, girt).

(3) A plus l

Objectives--

(a) The child is able to pronounce words in which there is an al combination (e.g., ball, halt).

(b) The child is able to name the vowel and the subsequent letter in al nonsense words pronounced by the teacher.

(4) A plus w

Objectives--

(a) The child is able to pronounce words in which there is an aw combination (e.g., draw, lawn, saw).

(b) The child is able to name the vowel and the subsequent letter in aw nonsense words pronounced by the teacher.

(5) Diphthongs oi, oy, ou, ow, ew

Objectives--

(a) The child is able to pronounce words in which there is an oi, oy, ou, ow, ew combination (e.g., house, boy, soil, cow, new).

(b) The child is able to identify the two vowels in oi, oy, ou, ow, ew nonsense words pronounced by the teacher.

Given an explanation that two vowels sometimes have a single sound, the child (1) indicates when words pronounced by the teacher have such a vowel team and (2) names the vowels in the team.

NOTE: Either oi or oy and ou or ow may be an acceptable response for certain words, e.g. soil, soy, house, cow.

(6) Long and short oo

Objectives--

(a) The child is able to pronounce words in which there is an oo combination (e.g., look, book, choose).

(b) The child is able to indicate when the oo in key words has the long oo (choose) or the short oo (book) sound.

d. Vowel rules

(1) Short vowel generalization

Objective--Given a real or nonsense word in which there is a single vowel and a final consonant, the child gives the vowel its short sound (e.g., egg, bag, is, at, gum) except with exceptions known as sight words (e.g., cold, bold, sight, fight).

(2) Silent e rule

Objective--Given a real or nonsense word that has two vowels, one of which is a final "e" separated from the first vowel by a consonant, the child first attempts pronounciation by making the initial vowel long and the final vowel silent (e.g., cake, tube, mape, jome) except with exceptions known as sight words (e.g., come, have, prove).

(3) Two vowels together

Objective--Given a real or nonsense word that has two consecutive vowels, the child first attempts pronunciation by making the first vowel long and the second vowel silent (e.g., boat, meet, bait, each) except when the two vowels are known diphthongs (i.e., oi, oy, ou, ow, ew) or when the word is a known exception (e.g., bread, true, August).

(4) Final vowel

Objective--Given a real or nonsense word in which the only vowel is at the end, the child gives the vowel its long sound (e.g., go, she, me, he).

NOTE: Application of the vowel rules is best assessed individually and informally.

e. Common consonant digraphs

Objective--The child is able to name the letters in the common two-consonant combinations -- ch, th, sh, wh, nk, ng -- that result in a single new sound. (The child is asked to identify the digraphs, i.e., two consonants with a single sound, the real and nonsense words enunciated by the teacher: sink, frink, wharl, gling, chorf, thunk.)

3. Has structural analysis skills

a. Base words with prefixes and suffixes

Objective--The child demonstrates his understanding of how base (root) words are modified by prefixes and suffixes by adding appropriate affixes to root words in context. (Given a root word, the child adds affixes to complete a sentence: An umbrella is use on a rainy day.)

b. More difficult plural forms

Objective--The child is able to select singular and plural forms of words (e.g., mice, lady, children, dresses, circus).

4. Distinguishes among homonyms, synonyms and antonyms

a. Homonyms

Objective--The child is able to choose between homonyms, given a sentence context, e.g., Mother bought some ____________________ for dinner (meet, meat).

b. Synonyms and antonyms

Objective--The child is able to tell when the words in a pair have the same, opposite or simply different meanings.

5. Has independent and varied word attack skills

Objective--In both self-directed and teacher-directed reading the child uses a variety of skills (i.e., picture clues, context clues, structural analysis, sound-symbol analysis, comparison of new to known words) in attacking unknown words. (In the oral reading of an expository passage at his instructional level of difficulty, the child uses a variety of skills to attack unknown words.)

NOTE: The objective can be assessed through the administration of an informal reading inventory.

6. Chooses appropriate meaning of multiple-meaning words

Objective--Given a multiple-meaning word in varied context, the child is able to choose the meaning appropriate to the context. (The child chooses the appropriate given definition of spring for each of the following contexts: The lion was about to spring. We had a drink at the spring. The violets bloom in the spring.)

B. COMPREHENSION

Level C - Grade 2

1. Is able to gain meaning from

a. Words

Objective--The child demonstrates his understanding of individual words in connected text by responding correctly to specific questions with a single-word focus, e.g., questions concerned essentially with word meaning (vocabulary).

b. Sentences

Objective--The child demonstrates his understanding of specific sentences by responding correctly to specific questions regarding the literal content of single sentences.

c. Paragraphs

Objective--The child demonstrates his understanding of paragraphs by responding correctly to questions regarding the literal meaning and appropriately to questions regarding the implied meaning of whole paragraphs.

d. Whole selections

Objective--The child demonstrates his understanding of a coherent passage of connected text by responding correctly to questions regarding literal meaning and appropriately to questions regarding implied meaning, i.e., inferential questions.

NOTE: The materials used in assessing the four preceding objectives may be written at a level of difficulty appropriate for the child's (1) grade placement, (2) instructional level, or (3) independent level.

2. Reads in meaningful phrases

Objective--In any oral reading situation, the child reads familiar material with phrasing appropriate to logical units of thought.

NOTE: This objective is best assessed informally.

C. STUDY SKILLS

Level C - Grade 2

1. Uses picture dictionaries to find new words

Objective--The child is sufficiently familiar with a picture dictionary to locate newly introduced words.

NOTE: This objective is best assessed through informal observation.

2. Groups words by intital letters

Objective--The child is able to put words that begin with different letters into alphabetical order.

3. Explores the library as a research center

Objective--The child actively seeks out library --or learning center--resources that are appropriate for completing an assigned task.

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NOTE: This objective must be assessed by observing the child's response to a number of assignments over a period of time.

4. Shows increasing independence in work

   a. Reads and follows directions by himself

      Objective--Given a series of four to eight written directions, the child is able to read and follow the directions with no guidance from the teacher.

   b. Uses table of contents without being reminded to do so

      Objective--The child, without teacher direction, turns to tables of contents to (1) gain general familiarity with new books, (2) look for information and (3) find specifically assigned sections or chapters.

5. Begins to read maps

   Objective--Given a simple picture map, the child is able to answer questions regarding locations and relative distances.

D. SELF-DIRECTED READING

Level C - Grade 2

1. Broadens skills listed at Levels A and B
2. Develops increasing fluency

E. INTERPRETIVE SKILLS

Level C - Grade 2

1. Recognizes implied ideas
2. Identifies character traits
3. Begins to make judgments
4. Begins to draw conclusions

F. CREATIVE SKILLS

Level C - Grade 2

1. Shows initiative in large group activities
2. Uses voice intonation creatively
3. Writes original stories

STATEMENT OF SKILLS AND OBJECTIVES FOR ELEMENTARY READING*

A. WORD ATTACK

Level D - Grade 3

1. Has a sight word vocabulary of 170-240 words

    Objective--Given a maximum one-second exposure per word, the child is able to recognize all of the words on the Dolch Basic Sight Vocabulary List of 220 words.

2. Has phonic analysis skills

    a. Three-letter consonant blends

    Objective--The child is able to identify the common three-consonant blends -- scr, shr, spl, str, thr -- in real and nonsense words pronounced by the teacher. (The child names the three letters in appropriate words pronounced by the teacher.)

    b. Simple principles of silent letters

    Objectives--

    1. The child demonstrates his knowledge of silent letters by correctly pronouncing words like the following: knife, gnat, write, dumb, doubt, high, fight, eat, read, four.

    NOTE: Silent consonants commonly occur in the following combinations: (k)n, (g)n, (w)r, m(b), (b)t, i(gh), (t)ch.

    2. The child is able to pick out the silent letters in words.

3. Has structural analysis skills

    a. Syllabication

    Objective--The child demonstrates his ability to apply syllabication generalizations by dividing given words into single vowel sound units. (The child indicates the number of parts [syllables] in a word; the child draws lines between the parts [syllables] of a word.)

    NOTE: The focus should be upon pronunciation units, not formal syllabication.

Wayne Otto and Richard J. Smith, Administering the School Reading Program (Boston: Houghton Mifflin Company, 1970). A project of the Wisconsin Research and Development Center for Cognitive Learning at the University of Wisconsin supported in part as a research and development center by funds from the U.S. Office of Education, Department of Health Education and Welfare.

b. Accent

Objectives--

1. The child is able to indicate the accented part (syllable) in known two-syllable words.
2. The child shifts the accent in words like ad-dress' and ad'-dress in view of context.

c. The schwa

Objective--The child is able to specify the syllable in known words that contain a schwa.

NOTE: The ability to identify schwa sounds has little inherent value. However, the child who is aware of the existence of the schwa sound and its applications may be more successful in sounding vowels than the child who is not. Note that although the short sound of u in, say, puppy has the sound of a schwa, it is not a schwa because it is in the accented syllable.

d. Possessive forms

Objective--The child is able to identify nouns and pronouns, in context, and denote ownership. (The child indicates the words in connected text that are possessive forms: The boys went to the puppet show with their mother.)

B. COMPREHENSION

Level D - Grade 3

1. Is able to gain meaning from

a. Words

Objective--The child demonstrates his understanding of individual words in connected text by responding correctly to specific questions with a single-word focus, e.g., questions concerned with word meaning (vocabulary).

b. Sentences

Objective--The child demonstrates his understanding of specific sentences by responding correctly to specific questions regarding the literal content of sentences.

c. Paragraphs

(1) Main idea stated

Objective--The child demonstrates his understanding of paragraphs by responding correctly to questions regarding the literal meaning and appropriately to questions regarding the implied meaning of whole paragraphs.

(2) Main idea implicit but not stated

Objective--Given a paragraph in which a main idea is implicit but not stated, the child is able to synthesize and state an appropriate, literal main idea.

d. Whole selections

Objective--The child demonstrates his understanding of a coherent passage of connected text by responding correctly to questions regarding literal meaning and appropriately to questions regarding implied meaning, i.e., inferential questions.

NOTE: The materials used in assessing the five preceding objectives are written at a level of difficulty appropriate for the child's (1) grade placement, (2) instructional level or (3) independent level.

2. Reads for sequence of events

Objectives--

a. Having read a narrative account; the child is able to recall the sequence of events in the narrative. (Having read a narrative selection of, say, 300 words, the child correctly places five selected events by occurrence in time.)

b. Given a scrambled presentation of six events with an implicit narrative order, the child is able to place the event in an appropriate time sequence.

3. Gains additional skills in use of punctuation as a guide to meaning

Objective--The child demonstrates his attention to punctuation, i.e., semicolon, colon, dash, varied uses of the comma, through his oral reading of familiar passages.

NOTE: This objective is best assessed informally.

C. STUDY SKILLS

Level D - Grade 3

1. Begins to use index of books

Objective--The child is able to respond to appropriate questions with information gained from the indexes of 3rd grade books.

2. Reads simple maps and graphs

a. Maps

Objective--Given an appropriate map, the child is able to respond to questions regarding locations, distances--making use of a scale-of-mile--and directions.

b. Graphs

(1) Picture graphs

Objective--Given a graph in which pictorial respresentations stand for multiple units, the child is able to respond to appropriate questions.

(2) Bar graph

Objective--Given a graph in which quantity is represented by length of line, the child is able to respond to appropriate questions.

3. Realizes printed statements may be either fact or opinion

Objective--The child is able to indicate whether given statements represent fact or opinion.

4. Has beginning outlining skills

Objective--Given the major points in a formal outline, the child is able to select and fill in instructional level of difficulty, e.g.,

a. Birds are alike in many ways.
(1)
(2)
(3)
(4)

b. A bird's feathers are useful.
(1)
(2)
(3)

5. Follows directions

Objective--The child is able to (1) remember and follow a series of directions in sequence, (2) generalize from directions for one task to a similar task and (3) follow written directions in independent work.

6. Has adequate work habits

Objective--The child shows independence and acceptance of responsibility by (1) working independently on assigned projects, (2) making constructive use of free time, (3) adhering to standards of neatness and quality in all work and (4) pacing himself to complete assigned tasks in the time allotted.

D. SELF-DIRECTED READING

Level D - Grade 3

1. Develops varied purposes for selecting material
2. Begins to do independent research assignments
3. Is able to locate sources of information
4. Applies reading skills to subject matter areas

E. INTERPRETIVE SKILLS

Level D - Grade 3

1. Recognizes reactions and motives of characters
2. Has ability to relate to stories set in background different from his own.
3. Makes simple inferences about characters and story outcomes

F. CREATIVE SKILLS

Level D - Grade 3

1. Shares in creative dramatics
    a. Acts out stories read
    b. Creates own plays
2. Identifies with people and situations encountered in stories

STATEMENT OF SKILLS AND OBJECTIVES FOR ELEMENTARY READING*

A. WORD ATTACK

Level E - Grades 4-6

NOTE: Many of the skills listed at Levels A, B, C and D need to be developed to higher degrees of sophistication at Level E. The objectives for the lower level skills do not change at Level E, but the specifics of the evaluation change to reflect higher-level applications.

B. COMPREHENSION

Level E - Grades 4 through 6

1. Adjusts reading rate to

   a. Type of material

      (1) Factual

      (2) Fiction

   Objective--Given materials written at similar difficulty levels, the child reads fiction materials at a more rapid rate (i.e., greater number of words per minute) than factual or content area material.

   b. Level of difficulty

   Objective--The child adjusts his reading rate appropriately as reading materials become more or less difficult. (The child reads a given type of material, e.g., sicence material, written at his independent reading level of difficulty at a more rapid rate, i.e., greater number of words per minute, than similiar material written at his instructional level of reading difficulty.)

   c. Purpose of reading

      (1) Reading to verify or locate specific information

      (2) Reading for a general overview

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(3) Reading to master specific facts

(4) Reading for enjoyment

Objective--The child skims materials at a rapid rate when seeking to verify or locate specific information (i.e., a date, a name); he reads material at a lower but rapid rate when seeking an overview or general idea regarding content; he scans material at a relatively slow rate when his purpose is to master and recall factual information, and when he reads for enjoyment, he varies his rate according to his mood and interest.

d. Familiarity with the subject

Objective--The child reads material covering subject matter with which he has general familiarity at more rapid rates than material with which he has less familiarity. (Pretested on the general content of given passages written at a standard difficulty level, the child reads the passages on which he scored high more rapidly than the passages on which he scored low.)

NOTE: The four preceding objectives are highly interrelated: Type of material, difficulty of material, purpose for reading and familiarity with the subject should all be critical determiners of a child's reading rate and all are interrelated. Separate objectives are stated to permit the teacher to focus upon specifics in informal or semiformal reading situations. Formal assessment exercises are not likely to yield definitive information regarding the behavior described.

2. Uses punctuation and phrasing

Objective--The child demonstrates his attention to punctuation and phrasing through his interpretive oral reading of familiar passages.

NOTE: This objective is best assessed informally.

3. Reads for sequence of events

Objective--Having read a narrative account, the child is able to (1) recall the sequence of the specific events covered and, if appropriate, (2) place the general incident(s) covered in relation to time of occurrence of other known incidents. (Having read an account of, say, the invasion of Iwo Jima, the child is able to [1] recall the sequence of significant events in the invasion and [2] place the invasion of Iwo Jima in relation to time of occurrence of other major battles of World War II)

4. Is able to gain meaning from

a. Words

Objective--The child demonstrates his understanding of individual words in connected text by responding correctly to specific questions with a single-word focus, e.g., questions concerned essentially with word meaning (vocabulary).

b. Sentences

Objective--The child demonstrates his understanding of specific sentences by responding correctly to specific questions regarding the literal content of sentences.

c. Paragraphs

(1) Main idea stated

Objective--The child demonstrates his understanding of paragraphs by responding correctly to questions regarding the literal meaning and appropriately to questions regarding the implied meaning of whole paragraphs.

(2) Main idea implicit but not stated

Objective--Given a paragraph in which a main idea is implicit but not stated, the child is able to synthesize and state an appropriate, literal main idea.

d. Whole selections

Objective--The child demonstrates his understanding of a coherent passage of connected text by responding correctly to questions regarding literal meaning and appropriately to questions regarding implied meaning, i.e., inferential questions.

NOTE: The materials used in assessing the five preceding objectives are written at a level of difficulty appropriate for the child's (1) grade placement, (2) instructional level

C. STUDY SKILLS

Level E - Grades 4 through 6

1. Increases and broadens dictionary skills

a. Alphabetizes words

Objective--The child is able to alphabetize words even when two or more of the initial letters are identical.

b. Uses guide words as an aid in finding words.

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Objective--Given the guide words and page numbers from three to six dictionary pages, the child is able to specify the page on which specific words could be found.

c. Uses diacritical markings for pronunciation aids

Objective--The child is able to pronounce unfamiliar words, e.g., Charybdis, escutcheon, imbroglio, spiegeleisen, by making use of diacritical markings.

2. Utilizes encyclopedia

   a. Uses guide letters to find information on a given subject

   b. Uses alphabetical arrangement to locate information

   c. Uses topical headings to locate information

Objective--Given a specific research topic to be looked up in an encyclopedia, the child is able to (1) identify an appropriate topical heading, (2) select the appropriate volume and (3) find the topic.

NOTE: This objective is best assessed through observation.

   d. Uses the index volume efficiently

Objective--Having identified a general topic found in the encyclopedia, the child uses the index to locate specific information on subtopics, e.g., SPACE, Space travel: development of, flight plan, history of.

3. Uses maps, tables and graphs

   a. Gains skills in reading and interpreting political maps

   b. Reads and uses captions, keys and legends of maps

Objective--The child is able to use the information given in maps and their captions, keys and legends to answer questions regarding locations, directions and distances.

   c. Selects appropriate maps to determine

      (1) Direction

      (2) Distance

      (3) Land formation

      (4) Climate

      (5) Time zones

      (6) Population

Objective--The child is able to locate appropriate maps and interpret them to gain information regarding direction, distance, land formation, climate, time zones and population.

NOTE: This objective is best assessed in naturalistic situations over an extended period of time.

d. Answers questions requiring the interpretation of graphs.

Objective--The child is able to interpret information given in graphs, i.e., circle, line, bar and picture graphs, to answer questions regarding comparisons of quantities and related matter.

e. Answers questions requiring the interpretation of tables

Objective--The child is able to interpret information given in tables to answer appropriate questions.

4. Uses library or materials center effectively

a. Begins to use card catalog to find information

(1) Uses author, title and subject cards

(2) Makes use of the Dewey Decimal System of Classification to locate books on the shelf

(3) Finds fiction books as alphabetized by author's name

(4) Makes use of cross-reference cards

Objective--Given a general research topic, the child is able to utilize the card catalog in locating appropriate materials.

NOTE: This objective is best assessed in a naturalistic situation: Given an assigned general topic, the child should (1) break it down into relevant topics to check in the card catalog, (2) check alternate and cross-reference when appropriate, (3) note the classification of relevant material and (4) use the classification in locating materials on the shelf.

b. Uses other reference materials

(1) Atlases

(2) Almanacs

(3) Pamphlet file, picture file, etc.

(4) Magazines and subject index to children's magazines

(5) Newspapers

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Objective--Given a need for specific information, the child makes use of appropriate references.

NOTE: This objective is best assessed in naturalistic situations over an extended period of time. The assessment must be made in view of materials available.

c. Locates and uses audiovisual materials

Objective--The child is able to locate and utilize available tape recorders, filmstrips, tachistoscopic and controlled presentation devices, e.g., Controlled Reader, Tach-X, Shadowscope, when appropriate.

NOTE: Observations must be the basis for assessment of this skill: The child should know (1) when and where to use audiovisual materials, (2) the software that is appropriate for use with the hardware and (3) the accepted procedure for operating the equipment he chooses.

d. Knows procedure for checking books and materials in and out

Objective--The child knows and follows the established procedure for checking books and materials in and out of the library or materials center.

5. Recognizes and uses the various parts of texts and supplementary books and materials.

Objective--The child can locate and use when appropriate (1) tables of contents, (2) lists of figures, (3) glossaries, (4) indexes and (5) bibliographies and lists of sources.

6. Organizes information

a. Gains skill in note-taking

(1) Begins to take notes in own words

(2) Keeps notes brief

(3) Learns to take notes selectively

(a) Selects main idea

(b) Selects supporting details

(4) Arranges ideas in sequence

(5) Identifies source of materials by use of

(a) Bibliography

(b) Footnotes

Objective--The child is able to take notes from varied sources in a form that is useful to him, i.e., permits him to retrieve information as needed.

b. Uses outlining skills

  (1) Knows correct outline form

    (a) Selects main points

    (b) Selects and orders details

Objective--Given selections of three or more paragraphs written at his instructional level of difficulty, the child is able to select and order main points and details up to third order, i.e., I.A.1 --in 3rd grade and up to fourth and fifth order in 6th grade--i.e., I.A.1.a.1).

  (2) Outlines materials when appropriate

Objective--The child uses his outlining skill to organize the concepts and details he derives from reading materials.

NOTE: Assessment of this objective must be done informally over an extended period of time: The child should use his outlining skill spontaneously when his purpose for reading is to identify and recall concepts and supporting details.

  (3) Organize own thoughts by outlining

Objective--Given an oral or written assignment, when appropriate the child organizes his thoughts by developing an outline.

NOTE: Assessment of this objective must be done informally over an extended period of time.

c. Summarizes material

  (1) Writes brief summaries of stories and expository material

Objective--The child is able to write concise, two= to five-sentence summaries of stories and expository materials of five or more paragraphs (1,000 words or more).

  (2) States important points expressed in discussion

Objective--Having listened to or participated in a discussion, the child is able to identify the major issue and objectively specify the main points of view expressed.

7. Evaluates information

a. Realizes printed statements may be either fact or opinion

Objective--Given statements in or out of context, the child is able to make valid judgments as to whether the statements represent fact or opinion. (Given a passage like the following, the child indicates statements that represent opinion:

> Television is used as a means of education. Telecasts from the United Nations and news about important issues make many people aware of what's going on in the world. Many children watch special TV programs in school.)

b. Checks statements with those in other sources to evaluate validity

Objective--When confronted with questionable statements and/or controversial points of view, the child seeks further information from varied sources in order to check their validity.

NOTE: Assessment of this objective is more realistically based upon observations over a period of time. Recognition of questionable or controversial statements is implicit in the objective, and this recognition proceeds from the child's ability to see statements as fact or opinion, which is the focus of the preceding objective.

c. Evaluates information in terms of his own experience

Objective--The child relates new information to his personal experiences and evaluates both the new information and the past experiences in terms of the relationship.

NOTE: Assessment of this objective is most realistically based on observations over a period of time. One basis for assessment would be observations of reactions to commercial advertisements of products with which the child has had experience: The child should be able not only to criticize in terms of his personal experience but also to reevaluate his past observations in light of new information, e.g., note when a product has been inappropriately used, recognize unrealistic expectations.

d. Evaluates relevance of materials to topics

Objective--Given an assigned list of topics, the child is able to choose from among available sources those that are likely to include relevant information on specific topics.

e. Compares various viewpoints on the same topic

Objective--Given expository selections written from two or more points of view but regarding a single topic, the child is able to (1) detect inconsistencies and (2) recognize probable sources of bias in each selection.

f. Identifies propaganda

Objective--The child is able to recognize the classic propaganda techniques, i.e., testimonial, bandwagon, plain folks, card stacking, transfer, when they are used in persuasive writing.

8. Follows directions

Objective--The child is able to (1) remember and follow a series of directions in sequence, (2) generalize from directions for one task to a similar task and (3) follow written directions in independent work.

NOTE: The objective is the same as at Level D. The complexity of directions would, of course, increase from level to level.

D. SELF-DIRECTED READING

Level E - Grade 4 through 6

1. Conducts research independently

   a. Applies work study skills to independent work

   b. Uses bibliography as a guide to materials

   c. Makes own list of sources in research work

2. Reads independently

   a. Enjoys reading and reads widely

   (1) Cherishes and rereads favorite books and stories

   (2) Shows interst in building a personal library

   (3) Uses reading increasingly as a leisure-time activity

   b. Keeps a brief record of library book reading

   c. Enjoys sharing reading experiences with others

E. INTERPRETIVE SKILLS

Level E - Grades 4 through 6

1. Reaches conclusions on the basis of stated facts

2. Relates isolated incidents to the central idea of a story

3. Understands character roles

4. Recognizes and analyzes subtle emotional reactions and motives of characters.

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5. Handles implied ideas

6. Recognizes story or plot structure

7. Gains skill in interpreting and appreciating types of language (figurative, idiomatic, picturesque, dialectal)

8. Senses subtle humor and pathos

9. Reacts to writer as well as writing

    a. Begins to identify elements of style

    b. Begins to identify the author's purpose of writing

    c. Begins to evaluate and react to ideas in light of author's purpose

10. Forms and reacts to sensory images

11. Perceives influence of different elements within selection

    a. Notes impact of time and place

    b. Follows sequence of events

    c. Understands cause-effect relationship

12. Identifies and reacts to tone and mood

F. CREATIVE SKILLS

Level E - Grades 4 through 6

1. Participates in choral speaking

2. Memorizes poems

3. Tells stories to the group

4. Plans dramatizations of stories and poems

5. Shares books with others

6. Composes original stories and poems

7. In artistic media expresses ideas gained from reading

APPENDIX C: PLAN OF ACTION

STEPS INCLUDED IN WRITTEN PLAN OF ACTION

Background information

Demographic data

Needs by grade level

Needs assessment narrative

Identification of problem areas

Goals, objectives and constraints

Outline of program plan

Time line and resources

System for evaluation

Perception of role

Roles of others involved

STEP 1: BACKGROUND INFORMATION

Reading Effectiveness coordinator:

Position in system:

Pilot school:

Principal:

Superintendent:

City: County:

STEP 1: BACKGROUND INFORMATION

Reading Effectiveness coordinator:

Position in system:

Pilot school:

Principal:

Superintendent:

City: County:

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STEP 1: BACKGROUND INFORMATION

Reading Effectiveness coordinator:

Position in system:

Pilot school:

Principal:

Superintendent:

City: County:

STEP 2: DEMOGRAPHIC DATA

Name of school ____

Grade Levels _____ _____ _____ _____ _____ _____ _____

Enrollment by grades _____ _____ _____ _____ _____ _____ _____

Total enrollment ___________

Location: inner city _____ urban _____ suburban _____ rural _____

Ethnic balance: Black _______ Oriental ______ Mexican ______
Indian ______ Puerto Rican ______ White ________

Percentage on A.F.D.C. _________________________

Average family size ____________________________

Housing: multi (m) or single (s) dwelling _____

Distribution of income _________________________

Median income __________________________________

Mode of transportation to school _______________

Mobility pattern _______________________________

Commercial industries or business _______________________________

____

Community service organizations ________________________________

____

STEP 2: DEMOGRAPHIC DATA

Name of school ______________________________

Grade Levels _____ _____ _____ _____ _____ _____ _____

Enrollment by grades _____ _____ _____ _____ _____ _____ _____

Total enrollment __________

Location: inner city _____ urban _____ suburban _____ rural _____

Ethnic balance: Black _____ Oriental _____ Mexican _____
Indian _____ Puerto Rican _____ White _____

Percentage on A.F.D.C. ____________________

Average family size ____________________

Housing: multi (m) or single (s) dwelling _____

Distribution of income ____________________

Median income ____________________

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Commercial industries or business ______________________________

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Distribution of income _______________________

Median income _______________________________

Mode of transportation to school ______________

Mobility pattern ____________________________

Commercial industries or business ______________________________

____

Community service organizations ________________________________

____

STEP 3: EXISTING PROGRAM COMPONENTS BY GRADE LEVEL

Student Assessment:

Word discrimination ____ ____ ____ ____ ____ ____

Word knowledge ____ ____ ____ ____ ____ ____

Reading comprehension ____ ____ ____ ____ ____ ____

Mathematics ____ ____ ____ ____ ____ ____

Verbal expression ____ ____ ____ ____ ____ ____

Attitudes and interest ____ ____ ____ ____ ____ ____

Program Organization:

Grouping methods ____ ____ ____ ____ ____ ____

Time spent in program ____ ____ ____ ____ ____ ____

Flexibility ____ ____ ____ ____ ____ ____

Personnel: single teacher ____ ____ ____ ____ ____ ____

reading specialist ____ ____ ____ ____ ____ ____

cross-age tutoring ____ ____ ____ ____ ____ ____

teacher aides ____ ____ ____ ____ ____ ____

volunteer tutors ____ ____ ____ ____ ____ ____

Basic Approaches:

Basal ____ ____ ____ ____ ____ ____

Programmed instruction ____ ____ ____ ____ ____ ____

Language experience ____ ____ ____ ____ ____ ____

Individualized instruction ____ ____ ____ ____ ____ ____

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Reading comprehension	____	____	____	____	____	____
Mathematics	____	____	____	____	____	____
Verbal expression	____	____	____	____	____	____
Attitudes and interest	____	____	____	____	____	____

Program Organization:

Grouping methods	____	____	____	____	____	____
Time spent in program	____	____	____	____	____	____
Flexibility	____	____	____	____	____	____
Personnel: single teacher	____	____	____	____	____	____
reading specialist	____	____	____	____	____	____
cross-age tutoring	____	____	____	____	____	____
teacher aides	____	____	____	____	____	____
volunteer tutors	____	____	____	____	____	____

Basic Approaches:

Basal	____	____	____	____	____	____
Programmed instruction	____	____	____	____	____	____
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reading specialist ____ ____ ____ ____ ____ ____

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Basal ____ ____ ____ ____ ____ ____

Programmed instruction ____ ____ ____ ____ ____ ____

Language experience ____ ____ ____ ____ ____ ____

Individualized instruction ____ ____ ____ ____ ____ ____

Techniques:

Workbooks	____	____	____	____	____	____
Programmed reading	____	____	____	____	____	____
Instructional television	____	____	____	____	____	____
Contracts	____	____	____	____	____	____
Supplementary materials	____	____	____	____	____	____
Other	____	____	____	____	____	____

Evaluation System:

Diagnostic tests	____	____	____	____	____	____
Checklist of objectives	____	____	____	____	____	____
Informal diagnostic procedures	____	____	____	____	____	____
Records of students' performance	____	____	____	____	____	____
Attitudes of students	____	____	____	____	____	____
Other	____	____	____	____	____	____

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Other ____ ____ ____ ____ ____ ____

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Other ____ ____ ____ ____ ____ ____

Resources

Materials for Instruction:

Community Assistance:

Resources

Materials for Instruction:

Community Assistance:

Resources

Materials for Instruction:

Community Assistance:

STEP 4: NEEDS ASSESSMENT NARRATIVE

Narrative: Please include 1) location of school; 2) total number of staff; 3) pupil enrollment; 4) special services available; and 5) description of community.

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STEP 5: IDENTIFICATION OF PROBLEM AREAS

Narrative: On the basis of your needs assessment, please identify those elements which need strengthening.

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STEP 6: GOALS, OBJECTIVES, CONSTRAINTS

Please list goals and objectives (long- and short-term) indentified by your needs assessment as problem areas.

Please list possible constraints to attaining goals and objectives listed above.

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STEP 7: OUTLINE OF PROGRAM PLAN

Outline your proposed plan of action. (Be as specific as possible.)

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STEP 8: TIME LINE AND RESOURCES

Establish a time line for initiating your plan of action.

List the financial and human resources available and needed to implement your plan of action.

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STEP 9: SYSTEM FOR EVALUATION

Outline your system for monitoring, evaluating and revising your program.

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STEP 10: PERCEPTION OF RIGHT TO READ ROLE

Based on your responses, how do you perceive your role in the program?

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STEP 11: ROLES OF OTHERS INVOLVED

Describe your perception of the roles which the following will have in your program.

Administrators:

Local Reading Effectiveness Advisory Council:

Reading Effectiveness Unit Task Force:

Parents:

Community:

Students:

State agencies:

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